DOCUMENT RESUME

ED 302 014 EC 211 811

AUTHOR	La Mar, Kathleen; Rosenberg, Bill
TITLE	Synthesis of Individual Transition Plans: Format and Process.
INSTITUTION	Sonoma County Superintendent of Schools, Santa Rosa, Calif.
SPONS AGENCY	California State Dept. of Education, Sacramento. Education Transition Center.
PUB DATE	88
GRANT	ETC-a.2.1
NOTE	156p.
AVAILABLE FROM	Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825 ($20.00).
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cooperative Planning; *Disabilities; *Educational Planning; *Education Work Relationship; Elementary Secondary Education; *Meetings; Models; Program Implementation; *Records (Forms); *Transitional Programs
IDENTIFIERS	*Individual Transition Plans

ABSTRACT

This document presents a prototype Individual Transition Plan (ITP) process and format for students receiving special education services. Following an overview of the role of transition, a section on the ITP process discusses pre-meeting activities, conducting an ITP meeting, monitoring and evaluating the ITP meeting, and a rationale for the selection of this ITP process prototype. A transition planning guide explains to students, families, and advocates the purpose of an ITP and the events that occur at a transition plan meeting. The following section provides a form for use in the ITP process, illustrates use of the form by including a sample completed form, and provides a rationale for selection of this ITP format. Recommendations suggest future activities to identify and implement the valid components of the prototype ITP, such as formation of an ITP advisory committee, development of training programs, and broadening of the ITP process to include "at risk" youth. Appendices include a parent questionnaire, field input questionnaire, the dimensions of the ITP formats surveyed, a summary of the prototype reviewers' comments, and examples of supplemental forms. (JDD)

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Synthesis of Individual Transition Plans:

Format and Process

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Program, Curriculum, and Training Unit
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Grant Number a . 2 . 1

Education Transition Center

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California
1988

This publication was funded by the Education Transition Center (ETC) under the direction of the Program, Curriculum, and Training Unit, Special Education Division, California State Department of Education.

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Synthesis of Individual Transition Plans:

Format and Process

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FOREWARD

This document represents a prototype Individual Transition Plan (ITP) process and format. This has been based on an analysis of existing ITP formats from California and around the nation, as well as comments received on an initial prototype distributed to reviewers within and outside of California.

This manual in no way represents a document that should enable a local education agency (LEA) to implement ITPs. Before implementation, considerable field testing of this document is necessary, as well as the development of a training guide or inservice training package.

The ITP process delineated here was targeted for students who receive Special Education services. It is understood that the State Department is interested in applying this concept to all "at-risk" students. This document includes recommendations for this larger group of students but is not intended to be applied to that population without further thought and development.

Due to the limitations of the grant award and the time frame, this document provides only a framework of the ITP process and format.

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ACKNOWLEDGEMENTS

Special thanks to Jane Steiner of the Western Regional Resource Center and Jane Dowling of the Seconday Transition Effectiveness Institute.

Additional thanks for the excellent advice and support from the Sonoma County Office of Education consultants.

In Memory

Bill Rosenberg died in a plane crash on December 7, 1987. Bill dedicated much of his life to improving the quality of life for persons with developmental disabilities and their families. Individual transition planning was one of the areas in which Bill contributed his expertise and concern for his fellow human beings.

I

OVERVIEW

Introduction to Transition

Background

Purpose

Grant Activities

Overview

Introduction to Transition

Successful transition has in the most simple terms been defined as a function of school curriculum, formal planning involving educators, parents, students and relevant community agencies, and quality options for employment and community living (Wehman et. al, 1986). Based on the above definition, the State of California has been addressing curriculum and post-school services through existing programs as well as through the Education Transition Center. In January of this year the State Department of Education developed a more in-depth description of transition. This includes a definition of transition, expected student outcomes, and the responsibilities of California's educational system:

> "Transition is a purposeful, organized and outcome-oriented process designed to help every "at risk" student move from school to employment and a quality adult life.
>
> Expected student outcomes of a successful transition include meaningful employment and participation in the community (e.g. living arrangements, social activities, recreational activities, on-going educational opportunities, etc.)
>
> The California educational system is responsible for providing quality educational opportunities and for coordinating with other service delivery systems to provide a broad array of services and activities to help the student move to a successful adult life . . . ." (California Department of Education, 1987)

Expanded View of Transition

The review of transition literature suggests that the purpose of the ITP will be best understood within a more global description. Noonan and Kilgo (1987) suggest the following view of transition:

1. "Transition is longitudinal plan,

2. Transition is a goal of smooth/efficient movement from one program [or situation] to the next,

3. Transition is a process including preparation, implementation and follow-up,

4. Transition incudes a philosophy stating that movement from one program [or situation] to the next must include movement to a less restrictive program or situation]."

Another purpose which the literature rarely identifies is for transition to be part of a needs assessment process for identifying gaps in available services with adequate time to develop new services.

Purpose of the ITP

A recent document by King and Backer (1987) suggests four purposes for the Individual Transition Plan: 1) the coordination of multiple services in order to reduce duplication of services and prevent service interruption; 2) the measurement of student progress toward adult goals; 3) the evaluation of transition services; and 4) increased parent and student participation.

Relationship of the ITP and Other Mandated Plans

King and Backer (1987) in their "Fact Sheet" present a concise summary of the key issue:

> "The Education of the Handicapped Act of 1975 requires a written Individual Education Plan IEP) for all handicapped children in the public schools. Similar requirements are in the Rehabilitation Act of 1973 regarding Individual Written Rehabilitation Plans (IWRPs) for adults with disabilities. Individualized Habilitation Plans (IHPs) also are required in work-oriented programs serving developmentally disabled persons," with Individual Program Plans (IPPs) mandated

for all individuals with developmental disabilities served by regional centers. "These requirements for written plans covering services to disabled persons all predate the current wave of activity in transition programs. Thus ITPs usualy have to 'fit into' existing communty structures and practices about producing written plans for disability-related services.

Because the ITP is broader than the IEP, there are benifits to writing it as a seperate document. At initial and subsequent plannig meetings, the ITP can be reviewed first, then the IEP can be updated, ensuring that the necessary educational implication of ITP goals is included. Some school districts include all of the transiton planning elements within the IEP rather than establishing a separate document.

Similarly, transition activities can be embedded within an IWRP or an IHP, or a separate and parallel document can be prepared for these adult service activities. In many cases, a good ITP can serve as a bridge between the IEP and the IWRP or IHP.

We have often stated that the ITP "drives" the IEP and other written program plans. It seems useful to separate rather than consolidate different plans, although there should be no reason not to combine different plans if the purposes of the ITP can be maintained.

Background

As a recipient of a 1985-86 OSERS Transitions Grant, "A Cooperative Model for Planning and Developing Transitional Services," Sonoma County completed its objectives of selecting an Individual Transition Plan (ITP) format, developing an ITP process and field testing cooperative efforts to assist students to reach their desired outcomes in the adult world. When the initial literature search was conducted in 1984, the formats to select from were much more limited than those available today. So, we share the concern that the format selected at that time may not be the most efficient and effective. There is also concern about the interface between the ITP, IEP, IPP (the annual program review required by DDS), and the IWRP or IHP (the written plans required by the Department of Rehabilitation or the Department of Rehabilitation/Habilitation Services). Regional Occupational Programs/Centers and Vocational Education programs are also key agencies that require a reasonable vehicle for planning programs that lead to employment. For those "at risk" students who are not served by Regional Centers we are concerned about developing an ITP that will assist those receiving mental health or social services to identify and implement quality of life transition plans. However, "at-risk" students who are not involved in Special Education programs have not been specifically addressed in this initial ITP prototype. The recommendations in Section V will reference possible applications of this process to "at-risk" students.

Purpose

The purpose of this four month project was to develop methodology for:

1. implementing an ITP process which can easily fit into the IEP process.
2. selecting an ITP format
3. implementing a method for monitoring the ITP process
4. developing a method for evaluating the ITP process

The project document includes a single prototype which encompasses California's definition of transition, including the four phases of foundation, process, culmination and follow-up. It must be noted that **this project document is not a training guide** to Individual Transition Plans; that is a step which can follow this first effort.

The ITP example formats, methods and systems reviewed reflect the past four years research done on the university level as well as the work done by the Office of Special Education and Rehabilitative Service grants, the Career and Vocational Education materials prepared on the state level and the work done by Regional Centers, Area Boards, school districts, the Special Education Resource Network and the Department of Rehabilitation. In addition to work done in Sonoma County, this includes work done throughout California and the nation (see Appendix B for a list of sources).

Grant Activities

During the four month grant period, the following sequence of activities lead to the development of this prototype:

1. Requests were made for published transition materials from contacts around the country.
2. Requests were also made from the Education Transition Center for materials developed in California and the nation.
3. A parent questionnaire was developed in order to obtain comments from parents who had participated in ITP meet- ings or who had heard about the ITP process. (see Appendix A)
4. Over 50 of these questionaires wee distributed to parents at the Parent Professional Collaboration Conference in south- ern California and the Supported Life Conference in Sacra- mento. Twenty-three of these questionnaires were returned with the majority of respondents indicating that they had never participated in an ITP meeting.
5. The range of variations in the ITP process including pre-meeting activities, conducting an ITP meeting and the monitoring and evaluation of ITPs were identified through a literature reiew.

6. A field-input questionnaire was developed to elicit information about the variations identified in th literature review. The intent was to get feedback from educators who provide services to students with a wide rangeof disabilities. (see Appendix A for a copy of the questionaire)

7. These questionnaires were mailed to approximately 150 individuals involved in trasition in Californa, incuding all Project Work Ability directors. Forty-eight were returned. (see Appendix B for a list of those who completed the questionnaire)

8. This questionnaire was also posted on the "Transitions" board for Special Net in order to reach other interested individuals across the nation.

9. The input from the returned questionnaire was used to develop a prototype of the ITP process and format.

10. A second questionnaire and a 60 page prototype was sent to 45 reviewers, including parents and professionals in California and throughout the nation. There were 28 respondents. (see Appendix A for a copy of the second questionnaire and Appendix B for a list of those who were sent the final questionnaire)

11. Comments from this final round of reviewers ere used to complete a final prototype of the ITP process and format. (see Appendix E for reviewer's comments)

II

ITP PROCESS

Pre-Meeting Activities

Conducting an ITP Meeting

Monitoring and Evaluating the ITP Meeting

Rationale for Selection of ITP Process

PRE-MEETING ACTIVITIES

Introduction

The ITP serves as a framework for the IEP (Individual Education Plan), IPP (Individual Program Plan), and IWRP (Individual Written Rehabilitation Plan), as well as for the locally implemented career and vocational plans. The ITP sets the global stage for determining skill training needs as well as service and support needs. The IEP and career and vocational plans can then emphasize immediate objectives for skill training in relation to the "desirable future" outcomes identified in the ITP process.

The literature review and follow-up telephone conversations identified three distinct purposes for the ITP: 1) the development of an agreed upon perception of the student's adult needs and life-style; 2) the identification of skills that are critical in the student's home, school and community which lead to success in the adult world; 3) the identification of services that may or may not currently exist which will provide the necessary services and support.

Our research and experience indicate that some pre-ITP activities are necessary in order to conduct a meeting that is organized around the student in the unique fashion of the ITP. The ITP process itself is different from existing structures in that it serves to guide the student, family and significant others to describe a "desirable future" for the student. This "desirable future" is the foundation for the actual transition planning meeting. The IEP generally describes an educational program which identifies educational goals and objectives which the school and student strive to achieve within a year. In contrast, the ITP sets up goals and activities based upon both skill acquisition and the support and services necessary to achieve the mutually agreed upon "desirable future" outcomes.

Local and Regional Activities

The following two informational activities are county-wide or district level activities which are held annually to provide families and professionals with an overview of the local transition planning system. The purpose of these events is to decrease the amount of time spent in the ITP meeting, explaining how agencies interact in the transition planning process, describing the in-school and post-school options, and providing information about the business community's investment in hiring people with supported employment services.

ITP Informational Meeting

The teacher or Local Education Agency (LEA) representative meets with families and students to discuss transition planning and how the ITP, IEP, and other mandated plans are related. In this meeting, families are given information about changes in adult services, e.g., supported employment, supported living arrangements, and recreational options. Representatives from human service agencies explain their responsibilities in the ITP process and describe the services their agencies provide or fund. Representatives from schools explain the options for employment training while students are still in school. Families and professionals are introduced to the multi-agency transition planning core team members who explain that their role is to support and monitor transition planning on a multi-agency level for their community.

Transition Fair

Adult service agencies, human services agencies, and parent groups hold an informational fair with poster sessions to enable local providers to describe their current and future services. Employers are also invited to this fair to describe the contributions people with disabilities are making in their businesses.

ITP Individual Planning Activities

The following activities are necessary to assist the ITP team in preparing for the ITP meeting by thinking about the student's adult life needs.

Interview

The teacher meets with the family and conducts a structured interview to determine present and future training needs in the life-centered areas of domestic, vocation, leisure/recreation, and commerce. The student is interviewed at another time using the student's method of communication.

Profile

The teacher develops a summary of Mastered Activities for the SH student or career and vocational assessment documentation for all other students. The focus of these profiles is to emphasize the student's competencies in community activities (see Appendix for example).

Observations

Parents, case managers, and others are invited to observe the student in the student's most productive and integrated activities. Alternative means of demonstrating student competencies might be needed, such as video-taping the student at the work site.

Transition Planning Guide

Transition Planning Guides are discussed and distributed at the first Back-to-School Night. Parents, advocates or students complete the guide before the ITP meeting, perhaps with the assistance of the teacher. This guide might be worked on within small groups during the parent's meetings scheduled at the beginning of the year. The guides (see Section III.) are distributed the year the students have their first ITP. A question-and-answer time has been recommended to provide another opportunity for families to ask questions.

Scheduling

The following activities are necessary in order to schedule the Individual Transition Plan and to coordinate the efforts of schools and human service agencies. A coordinator, usually a teacher or a transition specialist, takes the responsibility for these activities. The district's core group or other local multi-agency group like a Transition Council write a multi-agency agreement in which coordination, policies, and procedures like the ones listed below are determined for the ITP process.

1. Given student and family input, the coordinator determines the persons to invite to the ITP meeting.

2. Team membership is minimized in order to build effective relationships and to conduct efficient meetings.

3. For students from 16 to 19 who are regional center clients and for other students who are entering secondary public school, the IEP and ITP may be conducted simultaneously.

4. For at least the last two years of school, the ITP is conducted with the IPP for clients of regional centers. The IPP is a reflection of the ITP goals that are appropriate, just as the IEP which follows reflects the ITP.

5. During the last two years for non-regional center students, the ITP is a separate meeting, possibly simultaneously with an IWRP or a career/vocational planning meeting. The IEP which follows the ITP is congruent with the goals and the "desirable future" outcomes written in the ITP.

6. A time limit for the ITP meeting is agreed upon by the participating agencies. An hour's meeting has been sufficient time to cover approximately three transition planning issues. If families would like to have a longer meeting in order to cover additional transition issues, it can be arranged before the meeting by the coordinator.

CONDUCTING AN ITP MEETING

Sequence of Activities at the ITP Meeting

Introduction

The ITP meeting begins with the introduction of the team members. This introduction includes more than titles or agencies represented. A statement is made of the way members can assist in the process, e.g., "I'm Barbara Jones, Karen's teacher, and I'm here to share Karen's successes in the community."

Purpose

The purpose of the ITP is described. The intent is to convey to the student and parent that this is their meeting, that their values and beliefs are the focus. (See above description of the ITP.)

Roles

The roles necessary to implement the meeting are discussed, and team members volunteer to take the role of the facilitator, the recorder, or the monitor.

It has been found that every teacher may not desire to be the facilitator or may not be the best choice for this role. There are many options for this role including a Transition Specialist or a case manager.

The facilitator keeps the meeting moving and makes sure that the team addresses the agreed upon issues.

The recorder writes the information on the forms, being careful to accurately record the team's input.

The monitor reviews the current ITP, IEP, IPP and other plans for congruency and contacts the team members to determine if the activities have been completed, decides if an ITP needs to be scheduled before the set date, and reports to the team at the next ITP (see Monitoring and Follow-up Section).

Either through a multi-agency agreement or through a core transition planning team the responsibilities of coordination are assigned. For example, teachers are asked to schedule all ITPs until the last two meetings before the student leaves school when someone like a regional center case manager takes over the coordinating responsibilities.

One last comment on roles. All team members are responsible for advocating for the student and family. They are also responsible for becoming informed about the options that exist in their community and about models for programs that may need to be developed.

Transition Date

The facilitator then assists the student and family in projecting the month and year when the student will probably leave public school. This establishes the number of years before the student enters the adult world and therefore, the number of years for planning.

Student/Family Input

The student and/or parent review the worksheet from the Transition Planning Guide on student interests and likes, and the worksheets on the student's "desirable future."

Teacher/Others Input

The designated teacher or the Transition Specialist reviews the Summary of Mastered Activities or Career/Vocational Assessment which describes the kind of participation the student has mastered in community training, e.g., cleans tables at restaurant, work experience history, etc.

These summaries, which should include a work history and a discussion of student preferences, set the tone of meeting. The relationship between the family and the professionals is partly determined by the way the student's performance is reported. Therefore, the advice is to keep the information focused on strengths in life-centered skills.

Monitor Report

If this is not the initial ITP, the person taking responsibility for monitoring reviews the current ITP and the ITP monitoring forms. The IEP and IPP are also reviewed at this time to see if all plans are congruent.

Describe Desirable Future

The facilitator assists the student and family in describing their preferences for the student's employment, living arrangement, and community leisure activities. The team helps the family write descriptions for these areas. After the first ITP, the student and family are asked if these descriptions need revision. At this point the team is establishing reference points which we call a framework, for the development of goals and objectives at a later point in the ITP meeting.

Transition Issues

The facilitator assists the team in selecting the transition planning issues that are of highest priority. The facilitator explains that approximately three issues can be covered in the hour set aside for the ITP meeting and that the other transition issues can be discussed in subsequent meetings. A Checklist for Your Meeting in the Transition Planning Guide is used to prioritize issues.

Develop Goals

The facilitator and the team assist the student and family in developing a goal for the transition issue. The goal is then recorded. For the issues of employment and living arrangement it is understood that as the students approach graduation these goals are increasingly more specific. It should be remembered that different transition planning issues will be more important at different ages of the student.

It is emphasized at this time that these goals should not be limited by services which are not yet available in a community. The ITP process acts as a needs assessment for the core transition planning team. The concept of "least restrictive environment" is also made paramount at this time.

Develop Objectives

Now that the framework for adult life has been set and a one-to-four-year-long-range goal has been written, further breakdown of the transition planning goal is required. A series of short-term objectives that lead to the transition goal keeps the team focused on the steps needed to be accomplished in the near future. These objectives indicate either skill training needs or support service needs.

Transportation, integration, and requirements for service are such important and pervasive elements to any plan that they are to be discussed and included within each transition planning issue. Therefore, transition for instance, is not considered as an isolated issue but is to be a component of employment, living arrangement, leisure, etc.

Develop Actions

The facilitator then asks for input on actions required to reach these goals. The ITP team members share information about options within their own areas of expertise and responsibility. They also report to the appropriate agencies in order to encourage the development of needed resources, i.e., Rehabilitation Community Resource Development Section, Transition Coordinating Council, etc.

Agree on Responsibilities

Team members take responsibility for providing the support and/or services necessary to assist the student in meeting the transition goals. The section of the form entitled ITP Team Member Activities is divided into three columns for the purpose of delineating the shared responsibilities of the ITP team members. This graphically encourages responsibilities for activities to be distributed appropriately. For example, the parent agrees to schedule a physical exam for the student. Upon receiving the exam results, the Rehabilitation counselor agrees to complete the intake process and to schedule a meeting with the student.

Establish Timelines

The facilitator asks those persons responsible for actions to indicate reasonable timelines.

Evaluate Meeting

The family and parents evaluate the ITP meeting, using the form provided in the Transition Planning Guide.

Plan Next Meeting

The date for the next ITP meeting is decided. During the last year at school, it may be necessary to meet quarterly.

The transition planning issues for the next ITP meeting are agreed upon, and persons are identified to be invited to attend the next meeting.

Signatures

The team members then sign the cover page to indicate their agreement with the actions and timelines for which they are responsible.

A team member agrees to take the responsibility for monitoring the ITP process and for reporting at the next ITP meeting the actions completed.

MONITORING AND ITP MEETING EVALUATION

Focus

The focus of this component is on monitoring and follow-up of the Individual Transition Plan process. Transition can be looked at from the systems level and the individual student/consumer level. Strategies for overall evaluation of student outcomes and the evaluation of the transition process at an agency and interagency level one should be found in the ETC minigrants in the categories of Quality of Life, Visual Depiction, Follow-up Systems and Quality Indicators.

The evaluation questions addressed in this section are:

1. Did the method of implementing the ITP process meet with the expectations of the student, family, and other personnel?
2. Does the ITP reflect the preferences of the student and the family?
3. Are the members of the ITP team completing their agreed upon activities within the given time frame?

In summary, the responsibility for transition evaluation rests with the systems level organization in a community. This may be a transition core team or coordinating council. Processes should be determined locally for transferring data derived from ITPs and follow-up studies to the planning group. The ITP is a major part of the transition system but a very student specific source of data. This data must be integrated at the systems level to be of benefit. Future work must have collaboration between developers and implementers of the ITP process with the developers of evaluation measures.

ITP Monitoring Form

The ITP Monitoring Form is a systematic method of on-going evaluation of the responsibilities of the ITP team members. One person must always be designated by the ITP team to conduct the monitoring process. In most cases this will be a teacher or designated transition specialist. In the last one to two years of public school, responsibilities should be taken over by a case manager or other adult human service agency. If the ITP has been developed before the IEP and other relevant mandated plans, this person is also responsible for transmitting the information gathered in the ITP to these other planning meeting.

The ITP Monitoring Form serves these purposes. a) it allows for monitoring the completion of all transition activities delineated in the ITP; b) it provides for clearly separating activities relating to skill acquisition by the student from support activities to be provided to the student and/or family; c) it has two columns for specifying whether these transition activities relate to the IEP or other specified plans. This will allow the ITP monitor to transmit relevant information to the other planning teams.

Evaluation

The worksheet "How to Tell if the Planning Meeting Went Well" found in the Transition Planning Guide provides for the student and/or family to analyze their satisfaction or dissatisfaction with the ITP meeting itself. If the answers to the questions on this list are negative then further clarification of the ITP process is necessary or a new meeting may need to be conducted. This worksheet could be filled out by all ITP members at the end of the meeting although it would probably yield more valid results if the student and family could reflect on the meeting privately.

The worksheet "How to Tell if the Transition Plan Meets your Needs" also found in the Transition Planning Guide has been designed for analysis of the content of the ITP itself. Quality indicators for best practices have been incorporated in the questions. It is also important to insure that the student's likes and dislikes as delineated in the previous section of the Transition Planning Guide are congruent with the ITP goals, objectives and activities.

Coordination and Needs Assessment

The transition monitor also has an additional important responsibility. If a service or program option desired by the student and/or family does not exist in the school system or community, this information must be conveyed to the transition coordinating council for that community. The activities related to program development should also be specified on the ITP and monitoring form.

RATIONALE FOR SELECTION OF THE ITP PROCESS PROTOTYPE

Method

Process Questions

The review of all ITP materials and literature gathered through the grant's initial activities yielded a series of process questions that need to be resolved before ITPs can be implemented on the district or county-wide level. The following issues were included in the prototype which was sent to forty-five reviewers across the country (see Appendix B for the list of prototype reviewers, Appendix A for the questionnaire, and Appendix E for a summary of reviewer's comments).

Separate document

The issue is whether the ITP should be a separate document or if it should be incorporated into the formal IEP document. The majority of reviewer's indicated that a separate meeting was preferred. More than one reviewer expressed concern that holding two meetings was not practical and that parents would not be willing to attend a separate meeting. Our experience with over eighty ITPs indicates parent willingness to attend a separate meeting when they understand the purpose of the ITP. This project recommends that the ITP is separate for at least the student's last two years in public schools.

Legally mandated ITP

Another issue is if the ITP should be legally mandated. All reviewers wrote that the ITP should be mandated. Many expressed the concern that ITPs will not be conducted without mandates. Telephone conversations with leaders in the field of transition led to the suggestion that the ITP process be mandated, but not the ITP form. This project agrees with that suggestion. The IEP, IPP and other mandated plans determine responsibilities for training and service provision. The ITP can then be the planning tool where the ITP team explores options for service and training that may not exist, and where agencies can explore funding alternatives that have not been utilized in the past.

Age transition plans begin

The question is "When should formal transition planning begin?" Reviewers recommended a wide range of ages- from the age of twelve to four years before leaving public school. The typical suggestion was to begin transition plans at 9th grade or around fourteen. This projects recommendation is that ITP begin no later than age fourteen.

Different procedures for different groups

Yet another issue is whether students with severe disabilities require a different process than those students with milder disabilities. For this issue the reviewers were vehement on both sides. Again, telephone conversations with experts in the field led to this project's recommendations. These discussions stressed that students with mild handicaps need equal planning efforts, and that the lack of human service agency support for this population when they leave the public school system requires that family and peer supports be in place.

Pre-meeting activities

Everyone supported the pre-meeting activities proposed in the prototype. The prototype revision includes the majority of suggestions from the reviewers.

ITP participants

This is a basic issue:"Who should attend the ITP meeting?" There seems to be uniform agreement regarding the minimum necessary participants. Reviewers were generally positive in their comments about this project's recommendation that the size of the meeting should be kept to a minimum.

Phases of transition

This was an information gathering question. The reviewers generally replied that there were phases, but there were few concrete suggestions. The most common suggestion was for three phases: 1) assessment and exploration; 2) training; 3) placement and post-school options. Some of the materials reviewed contained checklists for a sequence of transition activities organized into phases. The Idaho State Department of Education report (Lambrou, et al, 1986)contains one such possibility. No conclusive statement is contained in this project. It is important to relate the phases to those established by the State Department of Education (foundation, process, implementation, follow-up).

Process Comments

In addition to the questionnaire, a prototype of the materials found in this report was sent to the reviewers. A summary of the reviewer's comments are organized into the following three sections.

Pre-meeting activities

There were many positive comments about the term "desirable future" to describe the vision of the student in the adult world.
There was an emphasis on the necessity of all mandated meetings (IEP, ITP, IPP, IWRP, IHP) to be congruent.
Many reviewers emphatically commented that we did not need one Transition Planning Guide for students with severe disabilities and another Transition Planning Guide for students with learning handicaps.
One reviewer wrote that the observations of students in the community should be a requirement for case managers.
Another reviewer wrote that birth dates can be very stressful for parents.
There were quite a few comments on the arbitrariness of three transition issues to discuss in one meeting.

The majority of comments were requests for clarification which were corrected in this revised prototype. The reviewer's comments identified further issues that needed input from experts in the field. The project writers made a series of phone calls around the nation in order to complete this pre-meteing section.

Conducting the ITP meeting

Most of the reviewers were positive about this section, and made few comments.
Many reviewers asked for clarification of roles.
One reviewer suggested that copies of forms be distributed before the ITP meeting.
One reviewer questioned the advisability of scheduling the meeting for one hour, which then turns out to be 45 minutes.
Another reviewer suggested that documentation of barriers should also take place at the ITP meeting.

Parent reviewers were of great value in revising this section. Many changes in the prototype were made as a result of their suggestions, especially in the areas of evaluation. The majority of the reviewer's comments were incorporated into the revised prototype.

Monitoring and evaluation of the ITP meeting

There was a tendency for reviewers to include evaluation of the systems level as part of the monitoring of the ITP process. It is not possible in the scope of this grant to include transition evaluation within ITP monitoring and follow-up. It will be necessary to create a framework within the ITP process based upon the Transition Follow-up Systems and Quality Indicators developed in other ETC grants. Reviewers had few concrete examples or suggestions for this specific process. The comments received were either for further clarification of form usage or for more examples. Those reviewers who addressed this component made favorable comments about the need to monitor the team's activities.

III

TRANSITION PLANNING GUIDE

Transition Planning Guide for Students, Families & Advocates

Education Transition Center

Transition Planning Guide

for Students, Families, and Advocates

Development funded by the
Education Transition Center
California State Department of Education

By

William T. Allen

Edited by

Bill Rosenberg

1987

In Memory

Bill Rosenberg died in a plane crash on December 7, 1987.
Bill dedicated much of his life to improving the quality of life
for persons with developmental disabilities and their families.
Individual transition planning was one of the areas in which Bill
contributed his expertise and concern for his fellow human beings.

Education Transition Center

Transition Planning Guide

for Students, Families, and Advocates

Here is what you will find on the following pages:

- What This Workbook is All About
- What is An Individual Transition Plan?
- Other Words and Terms You Should Know
- What to Expect at the Transition Plan Meeting
- Your Interests, Likes, and Dislikes
- Thinking About the Future
- A Checklist for Your Meeting
- Your Transition Plan Meeting
- How to Tell if the Planning Meeting Went Well
- How to Tell if the Transition Plan is Working
- Other Things to Think About
- A Sample Individual Transition Plan

Other Words and Terms You Should Know

Goal: This tells the general direction a person is heading in, like living in an apartment or working in the community or attending classes at the community college.

Individual Education Program: The IEP refers to the instructional guidelines developed to meet the needs of a particular student receiving special education services. The IEP guarantees the delivery of such services. It contains, among other things, a written plan which describes the student's present strengths and the educational goals and objectives for the school year.

Individual Program Plan: The I.P.P. is a written plan for people who receive regional center service.

Individual Written Rehabilitation Plan (IWRP): An individual program plan specifically for the development of vocational skills and abilities for people receiving services from the Department of Rehabilitation.

Regional Center: The regional center helps people get the services they need through the Individual Program Plan. Once the plan is written, it is the responsibility of the regional center to carry out these goals.

Transition: A carefully planned process which helps students move from school to adult life in the community.

Other terms or words you need to know . . . .

Term or word	Meaning
____________________	______________________________
____________________	______________________________

What This Workbook Is All About

The **Transition Planning Guide** (TPG) is designed to help students and their families in planning for the future. It should be used to help you get ready for your transition plan meeting.

The language of this guide is meant to assist:

- students to complete the guide on their own;
- families and advocates to explain it to students who cannot complete the guide on their own.

Each activity is an important step in preparing for the Individual Transition Plan (ITP) meeting. Families, advocates and students should work together. The guide will help:

- to identify your personal strengths and interests
- to identify your goals for the future
- to identify the skills you will need to achieve these goals

What Is An Individual Transition Plan?

The **Individual Transition Plan** is a written plan which outlines what a student will need to live, work, and participate in the community as an adult. It should be written at least four years before leaving school. The I.T.P. is written with the help of the student, parent, teacher, regional center staff, and adult service provider. It describes what the ITP team needs to do in order to provide the training and services needed for a smooth transition from school. It is a bridge between the Individual Education Plan (IEP) and other plans -- like the Individual Program Plan.

What to Expect at the Transition Plan Meeting

Your transition plan meeting will include the following:

Introductions	Everyone introduces themselves and tells why they are at the meeting.
Purpose:	Someone explains about the transition planning process.
Roles:	People volunteer to be the-- **facilitator**: keeps the meeting going; **recorder**: takes notes; and **monitor**: makes sure that things get done after the meeting.
Transition Date	Deciding when you will probably leave school.
Student/Family Input	At this time, you will be asked to share the worksheet in this guide called **Your Interests, Likes and Dislikes**.
Teacher/Others Input	Other people will be asked to share information that can be used to help write the Individual Transition Plan.
Monitor Report	Other plans (like the IEP and IPP) are shared with the group to make sure that they are all working together.
Describe Desirable Future	Now you will be asked to talk about the worksheet in this guide called **Thinking About the Future**.

Transition Issues	At this time, you will have a chance to talk about the worksheet in this guide, **A Checklist for Your Meeting.**
Develop Goals	During this part of the meeting, each of your transition issues will be written into a goal for the future.
Develop Objectives	These are small steps which lead to your transition goals.
Develop Actions	These are activities that need to be done by members of the team to make sure your transition plan works.
Agree Upon Responsibilities	Deciding who will do what actions.
Establish Timelines	Deciding when things will be done.
Evaluate Meeting	This is a time to fill out the worksheet in this guide called **How to Tell if the Planning Meeting Went Well**
Plan Next Meeting	Setting a date for the next ITP meeting.
Signatures	Everyone agrees to take responsibility for the activities.

Your Interests , Likes & Dislikes

Take a few moments to think about the things that you like to do best (like swimming or listening to music) and things you don't like to do. Get someone to help you with this activity if you need it. This will be shared during the transition plan meeting.

What Do You Like to Do Best?

At home:

At school:

At work:

In the community:

For fun on your own:

For fun with others:

Are there things you don't like to do?

At home:

At school:

At work:

In the community:

Thinking About The Future

When you get to the part of your transition meeting called **Describe Desirable Future**, you will be askrd to share this worksheet.

Name: ______________________________ Date:__________

Employment & Education: A place to work and learn new skills after graduation

1. Where do you work and go to school now?

2. Where do you want to work or go to school after you leave high school?

Living Arrangements & Family Life: A place to live

1. Where do you live now?

__ at home
__ on my own
__ other: ______________________
__ board and care
__ with a roommate

2. Where do you want to live after you leave school?

__ at home
__ on my own
__ other: ________________________
__ board and care
__ with a roommate

Community Recreation & Social Activities: Things for fun

1. What kinds of things do you do for fun at home, in the neighborhood, community?

2. What kinds of things would you like to do for fun at home, in the neighborhood, community after you leave school?

A Checklist for Your Meeting

Now it's time to start thinking about what things should be written into your transition plan. The best way to do this is to think about what will help you most to live and work and to enjoy your free time.

Your family, teacher and casemanager can help you with this. Look at the list below and place an "X" next to the three things that you want to talk about at your transition meeting. If you want to talk about more things, say so at the meeting. This will be shared at the part of your transition plan meeting called **Transition Issues**.

___ **Employment & Education:** A place to work & train after graduation

- What kinds of jobs would you like?
- Would you like to work on your own or with others?
- Are there training programs that would help you after high school, such as the community college or adult education?
- How will you get to and from work or school?
- Do you want more information about? (please check as many as you want):

__ supported work
__ community colleges
__ community based education and training
__ regional occupation programs
__ other
__ competitive employment
__ rehabilitation facilities

___ **Living Arrangements:** A place to live

- Where do you want to live, for example, in the city, in the country?
- How do you want to live, for example, with other people, on your own?
- What kinds of help do you need, for example, help with cooking and cleaning?
- What do you want more information about? (please check as many as you want):

__ family care home
__ semi-independent
__ intermediate care facility
__other
__ foster care
__ independent

___ **Community Recreation & Leisure Activities**: Things for fun

- What kinds of things will you do for fun at home, in the neighborhood, community?
- Do you want to learn about about? (please check as many as you want):

__ parks and recreation
__ hobby clubs
__ other
__ community center
__ sport or social clubs

___ **Personal Management**: Taking care of yourself and your things

- Taking the bus?
- Doing the laundry?
- Do you want to learn more about? (please check as many as you want):

__ social skills
__ personal care
__ other
__ money management
__ household management

___ **Health & Medical**: Staying healthy

- Do you need special medicines?
- How will you get to the doctor?
- Do you want to learn more about? (please check as many as you want)

__ dental care
__ other
__ health insurance

___ **Financial & Income**: Money matters

- How much money will you need to live on (for rent, food, fun)?
- Do you want to learn more about insurance, benefits, taxes, SSI/SSDI?
- Do you want to learn more about? (please check as many as you want):

__ insurance
__ benefits
__ other
__ taxes
__ social security benefits

___ **Family Life & Social Relationships**: Doing things with other people

- Will there be chances for you to have fun with people at work, home, with family and friends?
- Do you need information or training about family life or dating?
- How will you get to see your friends?
- Do you want more information about? (please check as many as you want)

__ home attendant
__ churches
__ respite service
__other

___ **Advocacy, Legal & Long-term Support**: Someone who can help you.

- Do you need an advocate, counselor, support group?
- Things you might want more information about (please check as many as you want):

__ guardianships
__ conservatorships
__ other
__ trusts and wills
__ legal assistance

___ **Other things that you need to learn about:**

____
____
____
____
____
____
____
____

45

Your Transition Plan Meeting

Here are some things to do before the meeting:

- Review what you have written in this workbook.
- Review your I.E.P. ,I.P.P. and I.T.P. from last year.
- Talk to your transition plan coordinator (that's probably your teacher) to make sure that you know what will happen at the meeting.
- Write down any questions you want to ask.
- Ask who else will attend the meeting and make sure that no one is left out. Please invite everyone who will be helping you work on this plan, like - families, brothers & sisters, careprovider, case manager and so on.
- If you need special help at the meeting (like an interpretor), then ask for someone to be there.
- If you want help from someone else during the meeting, then ask for it.

Here are some things to do at the meeting:

- Show people this workbook and talk about the things you want to do after you leave high school.
- Be positive, this is your meeting and everyone there wants to help.
- Ask questions.
- Take notes, bring a tape-recorder or bring someone to take notes for you.
- Remind people that you're here to write a plan which will help you be more independent at home, at work and in the community.
- Ask for help if you do not agree with the things that are written into your Individual Transition Plan.

How to Tell if the Planning Meeting Went Well

When you get to the part of the meeting called **Evaluate Meeting**, fill out this worksheet and discuss it with the rest of the team.

		YES	NO
1.	Were all of the people that you wanted at the meeting?	___	___
2.	Did everyone look at the things that you wrote in this workbook?	___	___
3.	Did you and your families, advocates, friends help decide what was written on the Individual Transition Plan?	___	___
4.	Did you get information about the kinds of programs you might need after graduation?	___	___
5.	Did you talk about all of the things on--		
	Your Interests, Likes & Dislikes	___	___
	Thinking About the Future	___	___
6.	Did you get to ask questions?	___	___
7.	Were all of your questions answered?	___	___
8.	Are there transition goals for everything you marked on **A Checklist for Your Meeting**	___	___
9.	Are there dates for completing your transition goals?	___	___

10. What were the best things about the meeting?

____

____

____

11. What could have been better?

____

____

____

If there are a lot of "no" answers to these questions, then you should ask your transition monitor to have another planning meeting.

How to Tell if the Transition Plan is Working

About every six months, you should look at your Individual Transition Plan to see if things are going the way they were written.

You should ask, if you have not graduated:

		YES	NO
1.	Am I learning to be more independent?	___	___
2.	Am I learning to work and live with people who are not disabled.	___	___
3.	Does some of my training take place in the community?	___	___

You should ask, if you have graduated:

1.	Am I working where I want to?	___	___
2.	Am I living where I want to?	___	___
3.	Do I get to see my friends?	___	___
4.	Do I need any special help?	___	___

Are there things that could be going better?

____

____

____

____

If there are a lot of "no" answers to these questions or if things could be going better, then you should ask your transition plan monitor to have another planning meeting.

Other Things to Think About

The law:

1. For students who receive special education, the law says that everyone has the right to get the kind of education that they need. If students need training in different types of community work before they graduate, this is something to ask for in the I.T.P. and the I.E.P. meeting.

2. For people who receive regional center services, the law says that an I.P.P. must list things that will help improve someone's skills or solve their problems in a certain way and in a certain amount of time-- like "While John learns about money management in the classroom, he will get a chance to practice in the community each week."

IV

FORMAT

Example of Completed ITP Forms

ITP Forms

Rationale for Selection of the ITP Format

La Mar & Rosenberg, 1987

Individual Transition Plan
Cover Page

The recorder completes the following demographics:

ITP Meeting Number 1

Student's Name SUE

Age

ITP Meeting Date

Present Residence Parents' home

Present Program

Anticipated Graduation Date or Program Completion Date

The facilitator explains the purpose of the ITP meeting:

The ITP meeting is designed to develop a long range plan for the student's movement into the adult world. Student goals will be developed at this meeting, as well as responsibilities for training and providing support services, from schools and other human service agencies.

The facilitator assists the student and/or family to explain their preferences for the student's desirable future":

Employment: Sue likes to work. When she graduates, her parents would like her to work in some kind of job situation in which she receives the same level of supervision that she now gets in community-based training.

Living Arrangement & Family Life: Sue's parents like her being at home now, but are concerned about the future. They want her to be in a safe home when they can no longer care for her.

Community Recreation and Social Activities: Sue likes to be with people. She likes to go to the movies and shopping malls. Her parents want her to continue her involvement in the church and in the activities she currently does in the community.

The facilitator assists the team in Prioritizing 3 transition issues:

Issues To Be Addressed:

☒ Employment & Education ☒ Living Arrangements ☐ Community Recreation & Leisure Activities ☒ Personal Mngmt.

☐ Health and Medical ☐ Financial & Income ☐ Family Life & Social ☐ Advocacy, Legal & Long-term Support

La Mar & Rosenburg, 10/8/87

Individual Transition Plan

Page 2 of 3

Student's Name SUE

ITP Date

Transition Planning Issues & Long Range Goals	Objectives: Skill Training and/or Provision of Support Services	ITP Team Member Activities					
		Parent / Student		School/Employer/Vendor		Agency	
		Action	Time Line	Action	Time Line	Action	Time Line
EMPLOYMENT: Sue will participate in some form of supported employment by June 1992.	Sue will be trained in a series of work-training sites for the next five years of school. She will have break-time with employees and will use her communication cards to buy snack items at each work site. Sue will use public transportation to and from work site with assistance from a friend by June 1988.	Mr. & Mrs. Wilson will visit Sue at different work sites each year. After Sue has learned to use the public bus, Mrs. Wilson will take the bus with her to local shopping mall.		Teacher will write objectives for a second work and break-time training for Sue at the hospital in the laundry room at next IEP. Teacher will write objective for training Sue to ride the public bus to and from work at next IEP. Teacher will call Mrs. Wilson when Sue has met her objective of using public bus	10/15/87 10/15/87	Case manager will observe Sue at her work site by... Case manager will arrange for Mrs. Wilson to talk with adult agencies that provide individual and group-supported employment by...	3/1/87 5/15/88

NOTE: transportation, requirements for service and integration should be included within each issue.

Adapted from Rusch and Chadsey-Rusch, 1985

Individual Transition Plan
Signature Page

La Mar & Rosenberg, 10/9/87

page 3 of 3

Student's Name SUE

ITP Meeting Date ____________

The ITP team members sign to indicate that they are in agreement with their responsibilities and timelines developed in this ITP meeting.

Signatures:

Parent/Care Provider	Sue Student	James Ross, NBRC Name/Agency
Telephone Number	Telephone Number	Telephone Number
Carol Jones, SCOE Name/Agency	Name/Agency	Name/Agency
Telephone Number	Telephone Number	Telephone Number

The following items are attached for summarizing input and meeting evaluation:

Student History X Career/Vocational Assessment Results ____ Work History X Other X How To Tell If The Planning Meeting Went Well

The recorder completes the following to schedule the next ITP:

Next ITP Date Sept. 1988 Person Responsible To Schedule Next ITP Carol Jones Teacher Person to Monitor this ITP James Ross Case Manager

Issues To Be Addressed at the Next ITP Meeting:

X Employment & Education __Living Arrangements __Community Recreation & Leisure Activities X Personal Mngmt.

__Health and Medical __Financial & Income __Family Life & Social X Advocacy, Legal & Long-term Support

Persons To Attend The Next ITP Meeting:

X Parent X Student X Case Manager __DR Counselor X Teacher ____________ Other

Le Mar & Rosenberg, 10/9/87

ITP Monitoring Form

Student's Name: Sue   Date of Birth: __/__   Page 1 of 1

School: ______   Projected date of graduation or program completion: ______

Person Responsible for Monitoring: James Goss

Directions: 1) List all Transition Planning Issues in which activities have been specified in the ITP. 2) Write the Transition Activities for each issue. 3) Write the date each skill training or support service activity was completed. 4) Check the box if the activity should be included in the IEP. 5) Write the initials of an additional plan if the activity should be included in another plan (such as IWRP, IPP, etc.)

Transition Planning Issues	Transition Activities	Year 1 19 87				Year 2 19__				Year 3 19__				Year 4 19__			
		Skill training activities (date)	Services and/or support activities (date)	Relates to IEP (x)	Relates to other plan (specify)	Skill training activities (date)	Services and/or support activities (date)	Relates to IEP (x)	Relates to other plan (specify)	Skill training activities (date)	Services and/or support activities (date)	Relates to IEP (x)	Relates to other plan (specify)	Skill training activities (date)	Services and/or support activities (date)	Relates to IEP (x)	Relates to other plan (specify)
Employment	Work/break training			X													
	Job training	10/4/87		X													
	Teacher calls [illegible] Supv.		12/3/87														
	Case manager contacts Supv.		10/87														
	Case manager arranges meeting		11/5/87														
	[illegible]		1/8/88		IPP												

Adapted from Idaho Individual Transition Plan, 1986

La Mar & Rosenberg, 1987

Individual Transition Plan
Cover Page

The recorder completes the following demographics:

ITP Meeting Number ____________

Student's Name ____________ Age ____________ ITP Meeting Date ____________

Present Residence ____________ Present Program ____________ Anticipated Graduation Date or Program Completion Date ____________

The facilitator explains the purpose of the ITP meeting:

The ITP meeting is designed to develop a long range plan for the student's movement into the adult world. Student goals will be developed at this meeting, as well as responsibilities for training and providing support services, from schools and other human service agencies.

The facilitator assists the student and/or family to explain their preferences for the student's desirable future":

Employment:

Living Arrangement & Family Life:

Community Recreation and Social Activities:

The facilitator assists the team in Prioritizing 3 transition issues:

Issues To Be Addressed:

__Employment & Education __Living Arrangements __Community Recreation & Leisure Activities __Personal Mngmt.

__Health and Medical __Financial & Income __Family Life & Social __Advocacy, Legal & Long-term Support

La Mar & Rosenberg, 10//9/87

Individual Transition Plan

Page __ of __

Student's Name______________________________

ITP Date____________

Transition Planning Issues & Long Range Goals	Objectives: Skill Training and/or Provision of Support Services	ITP Team Member Activities					
		Parent / Student		School/Employer/Vendor		Agency	
		Action	Time Line	Action	Time Line	Action	Time Line

NOTE: transportation, requirements for service and integration should be included within each issue.

Adapted from Rusch and Chadsey-Rusch, 1985

Individual Transition Plan
Signature Page

La Mar & Rosenberg, 10/9/87

page___ of ___

Student's Name ______________________

ITP Meeting Date ______________________

The ITP team members sign to indicate that they are in agreement with their responsibilities and timelines developed in this ITP meeting.

Signatures:

Parent/Care Provider	Student	Name/Agency
Telephone Number	Telephone Number	Telephone Number
Name/Agency	Name/Agency	Name/Agency
Telephone Number	Telephone Number	Telephone Number

The following items are attached for summarizing input and meeting evaluation:

Student History_____ Career/Vocational Assessment Results_____ Work History_____ Other_____

The recorder completes the following to schedule the next ITP:

Next ITP Date ___________ Person Responsible To Schedule Next ITP _____________ Person to Monitor this ITP_________

Issues To Be Addressed at the Next ITP Meeting:

__Employment & Education __Living Arrangements __Community Recreation & Leisure Activities __Personal Mngmt.

__Health and Medical __Financial & Income __Family Life & Social __Advocacy, Legal & Long-term Support

Persons To Attend The Next ITP Meeting:

__Parent __Student __Case Manager __DR Counselor __Teacher _________________**Other**

La Mar & Rosenberg, 10/9/87

ITP Monitoring Form

Student's Name: ____________________ Date of Birth: __________

Page __ of __

School: ____________________ Projected date of graduation or program completion: ________

Person Responsible for Monitoring ____________________

Directions: 1) List all Transition Planning Issues in which activities have been specified in the ITP. 2) Write the Transition Activities for each issue. 3) Write the date each skill training or support service activity was completed. 4) Check the box if the activity should be included in the IEP. 5) Write the initials of an additional plan if the activity should be included in another plan (such as IWRP, IPP, etc.).

Transition Planning Issues	Transition Activities	Year 1 19__				Year 2 19__				Year 3 19__				Year 4 19__			
		Skill training activities (date)	Services and/or support activities (date)	Relates to IEP (X)	Relates to other plan (specify)	Skill training activities (date)	Services and/or support activities (date)	Relates to IEP (X)	Relates to other plan (specify)	Skill training activities (date)	Services and/or support activities (date)	Relates to IEP (X)	Relates to other plan (specify)	Skill training activities (date)	Services and/or support activities (date)	Relates to IEP (X)	Relates to other plan (specify)

Adapted from Idaho Individual Transition Plan, 1986

RATIONALE FOR SELECTION OF THE ITP FORMAT PROTOTYPE

Method

The review of all ITP materials and literature gathered through the grant's initial activities yielded a range of variations regarding the composition of the actual ITP document. This included selecting the transition issues to define the content of the ITP, identifying various issues regarding the actual structure of the ITP forms, identifying the language used within the ITP forms, analyzing issues regarding the inclusion of career/vocational assessment and other checklist information within the ITP forms, and finally analyzing the timeframes addressed within ITP goals and objectives.

Rationale for Selecting Transition Planning Issues

Appendix D lists the transition planning issues represented in the twenty-four ITP formats analyzed for this study. The number of issues included in the ITPs examined ranged from four to eleven in the more lengthy list. The modal (most frequently occurring) length was eleven The wording of the actual issues varied widely. The most interesting input was received from one of the authors of the latest draft of the Hawaii ITP format. Dr. Phyllis Browden indicated that they were able to narrow the list of issues to six (vocation/career, home and family life, personal development, enjoyment of leisure, health and community living) by specifying that within each issue specifics like transportation and eligibility/legal requirements be incorporated within each of of the six major issues. The final decision to include transportation, requirements for services and integration within each transition planning issue was based on this point.

The decision to utilize the larger list was made due to the overwhelming majority of formats which followed this model. The criteria of readability and specificity determined the transition issues used in a draft which was distributed for detailed review and comment. It was also felt that given the novelty of this process for most parents and educators in California, it would be a safeguard to use the longer carefully detailed list until people became more familiar with the process. After a few years of implementation, an LEA should have the opportunity to consolidate the list.

After comments were received from the final reviewers, no changes appeared necessary regarding the issues delineated in the prototype.

Rationale for Selection of ITP Format

In developing the proposed format, the following issues were considered: 1) the issue in question, 2) the range of examples, 3) the reviewer's comments and 4) what the project decided for the final prototype.

All transition issues are listed on the form

The formats examined were fairly evenly divided as to whether or not the specified transiton planning issues were pre-written on the ITP form.. Considering that the process we have proposed recommends that no more than three issues be discussed at any one meeting for the sake of keeping the meetings to one hour, it was decided that the transition planning issues should only be filled in when the ITP team had reached consensus on what issues were to be discussed at that meeting. California's definition of transition which specifies different phases of the process across different age/grade levels also supports the decision to select issues for each meeting to facilitate the prioritization of transition issues. With the process starting with younger students and the development of a "desirable future" evolving over the years remaining in school, it does not appear necessary nor practical to specify that all issues are covered during each meeting. Thus the decision was made to list the transition planning issues in a checklist on the cover page in order to remind the ITP team of the issues to be covered and to leave the ITP form itself free of pre-written transition issues.

Single or multiple columns

Responsibilities for actions agreed upon during the ITP meeting were listed either in a single column or broken into three columns (parent/student, service provider and support agency). The majority of formats examined utilized a single column for specifying responsibilities with a significant majority utilizing the early format utilized in Eugene, Oregon (McDonnell, et. al., and Rusch and Chadsey-Rusch, 1986). Experience in the Sonoma Transition Project and over 100 ITPs in the succeeding years showed the importance of demonstrating that transition is a collaborative process. By having three columns for a single activity it becomes obvious that more than one of the team members can take responsibility to accomplish the desired outcomes. The ITP prototype submitted here follows this rationale for having three columns to designate who will complete each activity.

Language

Language in the examined forms included a range from very plain language, i.e., "What would you like to accomplish?" to common educational terms such as "Actions." Two very impressive ITP formats chose to use this form of very "comfortable" language. A few reviewers commented favorably on this approach. However the vast majority of formats utilized the traditional educational terminology. Comments from reviewers (including parents) indicated support for the decision to utilize common educational terms.

Career/vocational information

One quarter of the formats submitted in response to the questionnaire consisted of career and/or vocational planning information. Summaries of career and vocational assessment information with plans very similar IEPs were the most typical. The majority of other formats examined emphasized total life planning for students in the areas of living and recreation and employment issues.

Many reviewers appreciated the concept that the ITP is not strictly related to ongoing skill development for a student. In a variety of ways the reviewers stated that what makes the ITP unique is its emphasis on developing a "desirable future" for each student and determining not only what skills the student must acquire but what support services need to be provided in order to insure achievement of the adult goals. Based upon this input the final prototype does not include specified information on career and vocational assessment information. The recommendation is that each local community decide how to include career and vocational assessment information within the ITP process.

Checklists within the ITP forms

Another significant variation in the formats examined initially was the presence or absence of extensive checklists within the transition issues. The majority of checklists related to common career and vocational assessment items or choice of program/service options. The decision was made to not include any checklist in the prototype submitted for review. However it is recommended that each LEA develop checklists for inclusion in the ITP process based upon community options as well as career and vocational options. Two concerns must be mentioned in this regard. Students and their families should not be discouraged from requesting services that may not yet be available in their community. One specific purpose of the ITP is to help the community receive information about projected future needs in adequate time to develop these resources. Additionally, the ITP must be differentiated from other vocational and educational plans. Rather than expand the ITP to include all typical vocational issues, these issues should be included in the IEP process. The ITP drives and directs the IEP. Appendix F contains samples of checklists considered to be potentially useful within the ITP process. Checklists could be included in the ITP pre-meeting activities or within the ITP meeting. The final decision is to encourage the usage of locally determined checklists. For this issue the project's reviewers had no negative responses.

Other variables

Among other variables examined were: a) the inclusion of goals longer than one year, b) the addition of columns specifying agency or person responsible and c) specific delineation of projected needed resources. These issues were significant but not prevalent, and no reviewer recommended any changes. However, it was stressed in the final round of comments received that many reviewers found the long range goals for the student's adult life to be benificial. For this reasons major changes were made in the final ITP forms.

The cover page was changed: Signatures and information related to planning future meetings were moved to a new signature page. The cover sheet page now states clearly the purpose of the ITP process and leaves room to record the student and/or family's view of the student's desirable future. In addition the cover page includes a space for identifying the number of the meeting, considering there are likely to be many ITP meetings for each student over the years.

The actual ITP form was also changed. Because the vision for the student's future is written on the cover page, the goals for each transiton issue are written on the ITP form itself. The goals for selected transiton issues are usually long term (one to four years), depending on the amount of time remaining in school. These goals are for the expected student outcomes when he/she has left the public school system. The objective column allows for further breakdown of the goals into shorter time frames. The literature indicated that successful ITP(processes include a combination of long term goals and short term objectives which correspond with the student's progress toward the desirable future outcomes. The ITP Team Member's Activities column allows for the recording of actions that ITP team members will achieve in order to increase the probability of the student meeting his/her objectives. The actions that the ITP team takes are either commitments to provide skill training or support services.

The new signature page specifies that a signature indicates agreement with actions and time lines, allows room to specify which documents are attached to the ITP, and specifies the monitor for implementation of the agreed upon activities.

Other variations include the use of summary forms and transition exit plans. These were very low frequency occurrences with only two LEAs utilizing monitoring forms. However the monitoring forms were included in the prototype for review and comments received were very favorable. Thus, an ITP Monitoring Form is being submitted as part of the final prototype.

V

RECOMMENDATIONS

Future Directions

Application of the ITP Process to "At Risk" Youth

RECOMMENDATIONS

Future Directions

The prototype ITP process and format presented here are the result of synthesizing existing materials from around the nation and from extensive review from a broad range of experts and consumers. However this should not suggest any ecological validity. Additionally this project did not specifically address any research or practices in the areas of curriculum and interagency transition planning.

In order to identify and implement the valid components of this effort we recommend strongly the following activities.

1. Form an ITP advisory committee comprised of school, university and adult service agencies from around the state.

2. Synthesize the results of this project with other relevant ETC mini-grants.

3. Develop a training program for Individual Transition Planning. It was only within the range of such a small grant as this to develop the most rudimentary components of the ITP process and format. Considerable work needs to be done on instruction sheets for ITP forms, supplementary checklists and questionnaires within the ITP, and development of a training methodology and protocol. The issue of utilizing more substantial questionnaires and checklists was raised by a substantial number of this projects reviewers. Further analysis of role changes in school personnel also needs further investigation. For example what is the role of the career/guidance counselor in the ITP process?

4. Develop a pilot site process (systematic field test) which includes needs assessment, planning, training, implementation, and evaluation.

5. Select pilot sites representing a range of variables identified by the advisory group.

6. Implement this transition process with pilot sites, encouraging modifications to the ITP process and format.

7. Evaluate all pilot site efforts. Based on evaluation data, define the critical characteristics for Individual Transition Planning.

8. Revise ITP process and format based on above data.

9. Develop dissemination plans and legislative recommendations.

The above process should take two years.

Application of the ITP Process to "At Risk" Students

1. Identify existing relevant practices such as individual career/vocational plans as well as best practices in the area of career/vocational assessment.

2. Conduct comprehensive studies on present requirements/eligibility for services for "at risk" students. Determine which agencies and services are available for this population.

3. Identify formalized plans which currently exist, i.e., ICAM, vocational and career plans.

4. Identify curricula which are being utilized, i.e., career and vocational education, work experience. Identify best practices.

5. Identify successful practices involving parents and families.

6. Create an advisory group within the Department of Education's Intra-Branch Transition Team (ITT) and the Inter Agency Policy Team (IPT) initiated by SDE.

7. Delineate useful aspects of the ITP process and format and include them in pilot site projects for special education.

8. Compare phases and curriculum components of secondary vocational training for mildly disabled youth with the ETC phases in order to identify relationships (see Appendix F for an example).

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APPENDIX

APPENDIX A

Parent Questionnaire

Field Input Questionnaire

Prototype Questionnaire

Parent Questionnaire

Do you have a son/daughter with special needs who is currently in public schools?

Yes // No

If yes:
Child's Age__
Type of School Program:
1. Resource Specialist__ 6. Integrated Public School__
2. Special Day Class - LH__ 7. Special Center__
3. Special Day Class - SH__
4. Special Day Class - Other__
5. Other____

Do you have a son/daughter with special needs who is receiving services from an agency other than schools? ____YES // NO

Which agencies?

What are your biggest concerns about your son or daughter's future? Please mark "M" for most, "L" for least.

__ Employment Options

__ Employment Training

__ Eligibility for Services

__ Income Issues (i.e. SSI)

__ Residential Living Options

__ Recreational Options

__ Social Relationships

__ Independent Living Training

__ Other (please list)____
____

Did you ever receive, or were you ever offered assistance in planning for your child's future after leaving school?

YES / NO

Would you want this type of assistance?

YES / NO

COMMENTS

An **Individual Transition Plan (ITP)** is a written agreement which identifies the least restrictive, most integrated future options for the student in the areas of employment, home living and recreation. The purpose of the ITP is to identify the services needed for the student's successful integration into adult life with sufficient time allowed to develop the services if they do not exist and to identify the agencies who will be funding or providing identified services.

Have you ever had the opportunity to complete an Individual Transition Plan for your son or daughter?

YES / NO

If yes, please continue;
If no, please stop here!

- Who attended (i.e. Regional Center, Habilitation, Rehabilitation, adult program staff, etc.)?

- Was it part of an IEP meeting or a separate ITP meeting?

- How did the Individual Transition Plan differ from an IEP?

If you have sat in on an ITP, do you feel that the Individual Transition Plan:

- assisted in developing a vision of your son/daughter as an adult with access to the community, places of business and work, and recreation opportunities?

  YES / NO

  COMMENTS

- assisted in determining which agencies will be responsible now and in the future to support your son/daughter's life as a community member?

  YES / NO

  COMMENTS

- assisted in determining the appropriate school programs that will lead to an integrated high quality life after high school?

  YES / NO

  COMMENTS

- assisted in developing programs that meet your son/daughter's needs as an individual?

  YES / NO

  COMMENTS

- assisted in developing reasonable time lines, so that you can monitor the commitments made?

  YES / NO

  COMMENTS

●provided a means for dealing with your concerns about appropriate school programs?

YES / NO

COMMENTS

●provided a means for coordinating services you and your child received or will receive from different agencies?

YES / NO

COMMENTS

●provided a means for dealing with your concerns about your son/daughter's future?

YES / NO

COMMENTS

How can the ITP plan or the ITP process be improved?

GRASS ROOT INPUT ON TRANSITION PLANNING FOR EDUCATION TRANSITION CENTER GRANT

NAME TELEPHONE

ADDRESS CITY STATE ZIP CODE

Your input will make a difference in the model used
to implement individual transition planning in California.

We have to compile the results this summer, so please return by June 28, 1987 to:

Kathleen La Mar, Program Specialist, SELPA
Windsor Educational Center
P. O. Box 40
Windsor, CA 95492

1. How do you plan for student transition from school to adult life?
   A. Informal (Please explain)

   B. Formal (Please send copy of documentation and examples)

2. Is your transition planning done within the context of: (Please circle yes or no)
   A. IEP YES OR NO
   B. Other planning processes:

      ____IWRP ____ROP

      ____IPP ____Other please specify

   C. Is the transition planning meeting part of a legally mandated process? YES OR NO

3. Please answer these questions about participants at the Individual Transition Planning meetings.

   A. Who facilitates?

   B. Who attends?

   C. What are the responsibilities of participants before the meeting?

   D. What are the responsibilities of participants during the meeting?

   E. What are the responsibilities of participants after the meeting?

   F. What is the role of parent/residential care provider and student during the ITP meeting?

4. How long does the typical ITP meeting last?

5. How often do these planning meetings occur? (Please explain variations in frequency).

6. Are transition goals: (Please circle yes or no)

   A. Based upon student's present level of performance: **YES OR NO**

   B. Based upon mutually agreed upon vision of student's employment, living situation and leisure activities as an adult: **YES OR NO**

7. Does the information gathered through your transition planning process:

A. Become part of IEP: **YES OR NO**

B. Become part of ________________

C. Become part of program evaluation: **YES OR NO**

D. Contribute to a needs assessment for determining which services need to be developed in your community: **YES OR NO**

8. What is the basis for goals specified in this transitions planning process?

A. A set of transition issues, i.e., employment, income maintenance, social support system, etc.? **YES OR NO**

B. Student's achievement of performance objectives? **YES OR NO**

9. Are there any procedures in place for monitoring activities specified in this planning process?

A. During school years (Please explain)

B. After graduation (Please explain)

10. What is the range of ages of students who participate in the individual transition planning process? ____to____

11. Please describe any other issues or needs you have identified in transition planning.

Sonoma County SELPA
410 Fiscal Drive
Santa Rosa, CA 95403

(707) 544-1545

September 4, 1987

Dear Colleague:

We are requesting your participation in our project to synthesize existing Individual Transition Planning (ITP) formats and processes in order to develop a prototype ITP for use with special education students in California.

Enclosed you will find a folder containing:
1) Introduction to pre-ITP meeting activities
2) Introduction to the ITP meeting
3) Introduction to ITP monitoring and follow-up
4) ITP forms (proposed)
5) Appendix materials containing:
    a) ITP forms from around the nation
    b) listing of our sources
    c) the range of variables in the ITP process

We urgently need your comments, suggestions and criticisms along with any supporting documentation you might provide. Up to this point we have been gathering transition planning manuals from around the country, identifying common grounds and varieties of options, contacting individuals to clarify key points and summarizing all of the above.

It is our view that transition planning is best defined to include all aspects of an individual's life, not limited to employment aspects. Considerable documentation and expertise exists with regards to vocational planning and assessment. The decision has been made that vocational issues are locally determined and subsumed within the overall individual transition planning process.

Please utilize the space provided for reviewer's comments within the enclosed materials. In addition, please be sure to comment on these key variables we have been examining.

1) What are the critical transition planning issues, i.e., employment, personal management, etc., which need to be addressed?

2) Should an ITP be a separate document or incorporated into the formal IEP document? Should the ITP be legally mandated as a separate process, mandated within the ITP, or optional?

3) What forms are you using or should you use in the ITP process? (Please enclose copies or sketches.)

4) Do you utilize any monitoring systems? Do you have a Transition Exit Plan?

5. At what age should Transition Planning begin?

6. Are there different procedures for different disability groups, i.e., severely handicapped, learning disabilities, severely emotionally disturbed? Do you start at the same age for different disability groups?

7) What activities should take place before the ITP meeting, i.e., parent meetings, Transition Fairs, etc.?

8) How should the ITP process be designed to include [illegible] students?

9) Who should participate in the ITP meeting?

10) Are there phases of transition, i.e., assessment and exploration, training, shift to post-school responsibilities, etc. that are related to the student's age?

Your responses will be utilized in our prototype ITP process which will be submitted to California's Education Transition Center (ETC). All contributors will be acknowledged in the final report. Without your input the validity of our report will be weakened. You will be rewarded with a copy of the final report if you can complete this and get it in the mail by September 15th.

We apologize for the very unreasonable time-line, but people were impossible to contact during the summer and we chose to wait until we received additional materials to work from.

Please mail your comments by the 15th. You should make your comments in the folder and return the folder in the enclosed, stamped envelope. Thank you.

Very truly Yours,

Bill Rosenberg

Kathleen La Mar

APPENDIX B

Initial Questionnaire Response List

Prototype Reviewers

INITIAL QUESTIONNAIRE RESPONSE LIST

First Name	Last Name	Title	Agency
Carolyn	Balsa-Hancock		East Side Union USD
James	Beall		Red Bluff Union HS
Debbie	Brown	Work-Ability	Santa Cruz City Schools
Joseph	Buonsante		Amador Valley JUHSD
Teesie	Carmack		San Jose USD
Elizabeth	Chiment		Poway SD
Ann	Davis-Schultz	Program Specialist	Off. of Supt., San Bernardino
Rina	Depaoli-Hill		Alameda USD
Ed	Donaldson		Lake County SELPA
Kitty	Dorsey	Deaf-Blind Dept.	Austin (TX) School for Blind
Rose	Ecker		Santa Monica/Malibu USD
Gail	Egoian	Vocational Consultant	Fresno County Off. of Ed.
Ruth	Feighn		Irvine Rehab. Ctr. for Brain Dy
Del	Firme		Sacramento ROP
Mary	Fisher	Work-Ability	Live Oak HS, Morgan Hill
Carolyn	Francis		Los Gatos/Saratoga High Dist.
Mike	Fryhoff		West Covina USD
Don	Griffin	Division of Spec. Ed.	Los Angeles County Off. of Ed
John	Grisafe		Riverside County Schools
Karen	Haggard		Washington USD
Russ	Hanson		Tulare County Dept. of Ed.
Sandra	Haugen Stumpf		Santa Cruz County Off. of Ed.
Alvarez	Hunt		Colton Joint USD
John	Jablonski	Transition Specialist	Pomona USD
Devi	Jameson		Richmond USD
Jeanette	Johnson		Huntington Beach Union HSD
Richard	Kleitman	Vocational Specialist	Off. of Merced County Supt. of
Gerry	Klor		Petaluma Schools
Denise	Landriau	Transition Coord. Team	Alameda County Off. of Ed.
Aldon	Manard	Work-Ability Coordinator	San Juan USD
Rita	Marinoble .		San Diego City Schools
Nanci	Mathison		Sonoma Valley USD
Glen	Maxion	SH Transition Project	Grosemont UHSD
Connie	Mayihofer	PPS	Lodi USD

INITIAL QUESTIONNAIRE RESPONSE LIST

Carol	McLain		Napa Valley USD
Connie	Neuhouser	Work-Ability	Santa Rosa City Schools
Kathi	Omoto		Azusa USD
Donna	Palace	Work-Ability Teacher	Montebello USD
Gregory	Pozovich		Fresno USD
Al	Reetz		Santa Cruz County Off. of Ed.
Larry	Robertson	Program Specialist	Pomona USD
Janice	Sadler Critchlow		Placer/Nevada County SELPA
Sue	Sawyer		Shasta County Schools
Gerry	Schwarzentraub	Voc/SE Dept.	Stockton USD
Barbara	Scott	Vocational Specialist	Milpitas USD
Mike	Simons		Vallejo City USD
Steven	Smith	Work-Ability Director	Elk Grove USD
Barbara	Sousa		Kings County Supt. of Schools
Vicki	Van Steenberg	Work-Ability Center	Berkeley USD
Lorraine	Vann	Work-Ability	Santa Rosa City Schools
Janie	Warschaw		Azusa USD

PROTOTYPE REVIEWERS

Last Name	First	Title	Agency	Address	City State Zip
Allen	Janice	Voc. Ed. Consult.	Hunt. Bch. Spec. Ctr.	20581 Farnsworth Lane	Huntington Beach, CA 92646
Backer	Thomas		Human Inter. Rsr. Inst.	1849 Santelle Blvd., Ste. 102	Los Angeles, CA 90025
Bates	Paul	Dept. of Spec. Ed.	S. Ill. Univ.		Carbondale, IL 62901
Baumgart	Diane	Spec. Ed. Dept.	Univ. of Idaho		Moscow, ID 83843
Carmack	Laetitia	Voc. Ed. Prgm Con	San Jose USD	1605 Park Avenue	San Jose, CA 95126
Chasey-Rusch	Janis	Car. Dev. Spec. Pop.	Univ. of Ill.	345 Ed Bldg, 1310 S. 6th St.	Champaign, IL 61820
Curtin	Connie	VITN Project	Vermont ARC	Champlain Mill Box 37	Winooski, VT 05404
Davis-Schultz	Ann		West End SELPA	211 W. 5th St.	Ontario, CA 91762
Dick	Marlene	SE & Rehab. Svcs.	San Jose St. Univ.	1 Washington Square	San Jose, CA 95192-0078
Dorsey	Kitty		TX Sch. for Blind	1100 W. 45th St.	Austin, TX 78756-3494
Dowling	Jane	Coll. of Ed.	Univ. of Ill.	110 Ed Bldg, 1310 S. 6th St.	Champaign, IL 61820
Dutton	Dale			346 - 19th St.	Santa Monica, CA 90402
Elliott	Barb	Dir. of Spec. Ed.			Hastings, Nebraska
Everson	Jane		RRTC	1314 W. Main St.	Richmond, VA 23284-0001
Foster	Keith		Dept. of Rehab.	4555 Precissi Lane	Stockton, CA 95207
Gaylord-Ross	Robert	SE, School of Ed.	San Fran. St. Univ.	1600 Holloway Avenue	San Francisco, CA 94132
Giffis	Sandi	SE Svcs. Unit	Los Angeles USD	644 W. 17th St.	Los Angeles, CA 90015
Goodman	Melody			1300 W. Olympic Blvd., Ste. 300	Los Angeles, CA 90015
Griffin	Don		LA Cty. Off. Ed.	9300 E. Imperial Highway	Downey, CA 90242-2890
Jamison	Devi	Car. Dev. Work Exp.	Richmond USD	2465 Dolan Way	San Pablo, CA 94806
Lambrou	Jani	SE Section	ID St. Dept. Ed.	650 W. State St.	Boise, ID 83720
Landrian	Denise		Alameda COE	313 W. Winton Avenue	Hayward, CA 94544-1198
Lesnick	Pat			3713 Parkmall Court	Concord, CA 94519
McDonnell	John		Univ. of Utah		
Medina	Eileen			7540 San Bari	Goleta, CA 93117
Meighen Browder	Phyllis	HI Trans. Proj./SE	U. of HI-Manoa	1776 University Avenue	Honolulu, HI 96822
Miller	Caryl	Spec. Ed.	Orange COE	PO Box 9050	Costa Mesa, CA 92628-9050
Palace	Donna		Montebello USD	123 Montebello Blvd.	Montebello, CA 90640
Pasanella	Joseph	Spec. Ed.	San. Barb. HSD	723 E. Cota St.	Santa Barbara, CA 93103
Pumpian	Ian	SE, Coll. of Ed.	San Diego St. Univ.	College of Education	San Diego, CA 92182
Rosenberg	Richard	Trans. Spec.	Whittier Union HSD	9401 S. Painter Avenue	Whittier, CA 90605
Russell	Bonnie		Riverside COE	3939 - 13th St.	Riverside, CA 92501
Siegal	Shepp			289 Crecent Avenue	San Francisco, CA 94110
Sprout Olivier	Peggy	Voc. Ed. Mgt. Cnslt.	State Dept. of Ed.	PO Box 944272	Sacramento, CA 94244-2720
Steiner	Jane	W. Reg. Rsrc. Ctr.	Univ. of Oregon	College of Education	Eugene, OR 97403-1215
Turley	Kay		N. Orange Cty. ROP	2360 W. La Palma	Anaheim, CA 92810
Whitmore	Bill		Montebello Union SD	123 Montebello Blvd.	Montebello, CA 90640
Wright	Janet		Chaffey Jt. Un. SD	211 W. 5th St.	Ontario, CA 91762

APPENDIX C

List of ITPs

Partial List of ITP Forms Analyzed

California
Alameda County
Landriau et. al.
1987

California
Los Angeles County
Don Griffin
1986

California
Los Angeles Unified School District
Sandy Giffis
1987

California
Santa Barbara
Santa Barbara H.S. District
1987

California
Sonoma Transition Project
La Mar, Rosenberg et. al.

California
Work Ability Projects
1987

Colorado
1982

Connecticut
EASTCONN Vocational Center / Project for Effective Trasintion, University of Connecticut
Karen Palma-Halliday, John Rabenstein
1986

Hawaii
Hawaii Transition Project,
University of Hawaii at Manoa
Stodden et. al.
1986

Idaho
Idaho State Department of Education
Jani Lambrou
1985

Idaho
University of Idaho, Moscow
Baumgart, Perino and Moody
1986

Illinois
state-wide
Bates and Schultz
1987

Illinois
University of Illinois, Transition Effectiveness Insdtitute
Rusch and Chadsey-Rausch
1986

Massachusetts
1985

Montana
Montana Center for Handicapped Children
Montana Model for Education of Severely Handicapped children
1985

Nebraska
Hastings
Barb Elliot
1985

Oregon
Eugene
McDonnell el. al.
1984

Texas
Education Service Center, Region 20
Dennis Dildy
1986

Utah
University of Utah, Salt Lake City
McDonnell and Hardman
1985

Vermont
University of Vermont, Burlington
Susan Hasazi and Brian Cobb
1987

Vermont
Vermont Information & Training Network, Vermont Association for Retarded Citizens
Curtain, et. al.
1986

Virginia
Project TIE
Everson et. al.
1987

Washington
University of Washington, Seattle
Horton, Maddox and Edgar
1984

Wisconsin
University of Wisconsin-Stout
Corthell and VanBoskirk
1984

APPENDIX D

Dimensions of ITP Formats Surveyed

The following lists represent the range of dimensions found in the ITP formats surveyed:

Transition Planning Issues

Education

Post secondary educational needs
Vocational and Educational
Continuing Education
Functional Academics

Advocacy

Advocate, conservator, trust/will
Advocate/guardian
Advocacy/conservatorship
Advocacy/legal needs
Guardianship/advocacy
Long-term (trust-will)
Guardianship, trust, will

Income/Financial

Income support/taxes
Income support
financial and income needs & support
Financial planning
Income related
financial
Income
Income/financial support (long-term-insurance)

Social, etc.

Personal / social life skills
Personal development
personal needs
Peer and adult relationships
Maintenance of family relationships
Social
Personal / social
Family involvement / social network
Family Relationships
Friends advocates
Social relationships
Social / sexual needs

Medical, etc.

Insurance / medical needs
Medical needs
Insurance
Health needs
Health
Medical
Medical, Insurance, Benefits
Medical needs, medical insurance

Recreation

Community leisure options
Recreation and leisure
Recreation / leisure outcomes
Enjoyment of leisure
Community living
Leisure activities and community recreation
Community independence

Vocational

Employment
Employability / job skills
Work / vocational options
Job & Job training
Employment outcomes
Work options
Vocational / career
Work training
Work related skills and attitudes
Pre / non-vocational training
Vocational placement / training
Work experience
Vocational training, placement and support
Assessment / career investigating

Residential

Residential placement
Residential options
Living arrangement
Residential needs and outcomes
Home and family living
Independent living
Home and Family

Personal Management

Personal / home / money management needs
Independence training
Personal needs
Independent living plans / skills
Personal management needs
Transportation

Other

Long-term planning (supervision)
Support agencies available
Requirements for service
Community services / post school support services

Combined Long List of Transition Planning Issues

Employment
Education
Living Arrangements
Community Recreation & Leisure Activities
Personal Management
Health & Medical
Financial and Income
Family Life and Social
Advocacy, Legal and Long-term Support
Transportation
Requirements for Services

Shortest List

Employment & Continuing Education
Home & Family
Community Recreation and Leisure
Community Living
Health & Medical
Financial & Income Needs and Support

(transportation and requirements for services included in each of above)

The ITP is Attached to what Document

differs by age: with IEP until 3-4 years to graduation,
    with IHP or IWRP until graduation
separate from any other mandated document
integrated with IEP
integrated with IEP as IEP addendum
with functional IEP
separate for s.h., with IEP for mild to moderate disabilities
IEP is developed from Life Plan (LA City)
IEP for skill development, ITP for program experiences, support needs,
    eligibility requirements
combined with individual career/vocational plan

Range of Forms & Process Involved in ITP Process

structured interview is part of ITP meeting
establishes student's and parents' vision of a "desirable future"
includes competency checklists for all transition planning areas
includes career and voc assessments
varieties of competency checklists
parent survey form combined with IEP assessment & discrepancy
    analysis
utilizes child study team process

Summary Sheets

formal summary and monitoring form (Idaho only)
transition exit plans

Forms and Formats for ITP

transition issues pre-written on form
transition issues left open to be filled in
responsibilities specified
responsibilities unspecified
goals from one to four years
projected needed resources specified
plain language headings i.e. "What would you like to accomplish"
emphasis on voc and career planning
cover sheets for selecting priority areas and listing participants
includes curriculum, course planning
develops 5 year voc training and placement goals
includes evaluation forms for quality of life dimensions
includes student follow-up questionnaire
chart format versus sequential listing of items

Ages to begin ITP Process

12
13 or 14
16 for informal process with formal planning from age 18 (s.h.)

APPENDIX E

Reviewer's Comments

SUMMARY OF REVIEWER'S COMMENTS

The following comments are a summary of the input from the prototype reviewers, organized into process issues.

ITP separate document or incorporated into IEP

separate
supplement to IEP
addendum
not sure, lean toward within IEP
14 on precede IEP
one document
a separate process
separate-ITP can give life to IEP-hard to get parents to cooperate
within IEP
incorporated into IEP, except in cases where student does not have IEP
should be separate document, practically, might be more efficient with IEP

legally mandated

mandated
ITP mandated
mandated for Special Ed
mandated within IEP
ITP mandated but not necessarily the ITP document

monitoring

informal, contacts with DDS. Parents, adult vendors, work assessment
looking at using Horton, Maddox & Edgar, Univ. of Washington
should be assessment summary form similar to Sonoma (academic & voc.)
workability monitoring done for 1 yr. through DR & phone contact
yes, quarterly longitudinal follow-up

age transition plans begin

possibly once every 3 years with 3-year assessment
once a year after age of 18
for those leaving at 18, once a year after age 15
sixteen years
first year in high school
orientation for parents/students earlier in junior high
14-16 depending if LH or SH
14 years, at least before 9th grade
between 12 and 14
begin concepts early; 9th grade formal planning, 3 yrs at end of soph year
junior high to middle school
no later than 5 years before school exit

different procedures for different groups

different service issues
LH students more decision-making
goals different, support services identified differently
8 areas might take on different forms at different points
scope of content should focus on some, then uniqueness for various groups
procedures are the same
LD & SED deny; think problem will go away when they leave school
more likely to be involved with subculture
they feel comfortable not being part of the larger community (attitude)
LD & SED can be somewhat more responsible for themselves
vary by program or disability, not category
same
start at same age, more counseling for LH

pre-meeting activities

parent/staff development: ITP procedures, info on local support services
parent conference, work training in school
career Voc Ed RSP teacher initiate ITP
parent meetings "see Washington" - teacher sheet enclosed
information dissemination, newsletter, pre-ITP information meeting
inservice for adult service providers
pre-planning meetings with parents
vocational screening or comprehensive assessment, career fairs
"menu of possibilities", concrete information in hand
ongoing awareness (?)

at-risk students

difficult to define, ITP yearly from 15
do not serve
similar with SB65 outreach consultant manager/monitor
"at risk" counselors adopting ITP process
accelerate process
identification of person or an advisory staff to monitor plan development
additional study to explore resources already available in district
same process - may not lose parent support
at-risk identification incorporated into guidance counselor's role; expand
given resources, conduct assessment, ITP & interagency follow along

ITP participants

parent, teacher, caseworker, vocational and transition specialist
as needed: ancillary/support service staff, adult service providers
teacher, student (if appropriate), parent, adult agency
anyone who represents an available resource to individual student
everyone you indicate
fade out school, fade in adult service
all persons familiar with student and available to provide services
student, parents, educators, agency personnel, psychologists, voc eval.

vary according to need, age, etc.; social worker
have a permanent core team
student, SE teacher, parent, school admin., counselor, adult serv. persons

phases of ITP

varies with different disability groups re work/training sophistication
may not be totally age-related for students not in SDC classes
assessment and exploration, training, past school connections
assessment/exploration in early sec. years; training in middle years;
placement/shift of responsibility in final years.
age-related; continuum of assessment, exploration, training
add employment
yes, and to length of time left in ed program for each individual

APPENDIX F

Examples of Supplemental Forms

Student Profile

Vocational Experience Summary

Student Vocational/Career Plan

Parent/Student Checklist

Transition Exit Plan

Mildly Handicapped: Phases and Curriculum Components

STUDENT: Tony

DATE OF REPORT:

DOB:

TEACHER: Nancy Petersen

PRESENT AGE:

PROGRAM

SCOE Special Day Class at Ranch Cotate High School/National Controls, Inc. Community Classroom

Tony has attended a SCOE-operated program for the last three years. Most of this time has been in a community-based instruction program based at Casa Grande High School in Petaluma. Tony has attended Rancho Cotate High School site since November 1986. Since the middle of February 1987, Tony has attended the community classroom at NCI for 7 hours/week. At these three sites, Tony has had the opportunity to access a variety of environments. He has shown the ability to function independently in many of the activities. The following is a list of the environments he has accessed.

ENVIRONMENTS ACCESSED

DOUBLE DECKER BOWLING LANES

- Bowling lanes and seating area
- Shoe counter
- Snack bar/coffee shop
- Ball racks
- Bathroom

ROHNERT PARK SHOPPING AREA

- Safeway
  - Shopping aisles
  - Check-out stand
- Donut Whole
  - Order counter
  - Tables
  - Return cart area
- TG&Y
  - Shopping aisles
  - Check-out stand

ROHNERT PARK SPORTS CENTER

- Weight room with Nautilus machines
- Racquetball viewing area
- Restroom
- 3 blocks to and from Rancho Cotate HS

PETALUMA PUBLIC BUSES

PETALUMA SHOPPING AREAS

- Laundromat
- Winchell's Donuts
- Bill's Drugs
- Safeway
- Burger King
- Longs Drugs
- K-Mart
- Mervyn's
- Penneys
- True Value Hardware
- Hallmark Card Shop
- McDonalds
- Thrifty Drugs
- Music Coop
- Deli
- Albertson's
- Travel Agency
- Washington Square Cinema

SCOE OFFICE IN PETALUMA

CASA GRANDE HIGH SCHOOL

- Library
- Counseling office
- Cafeteria
- Office
- Multi-purpose room

ENVIRONMENTS ACCESSED Continued

SONOMA STATE UNIVERSITY

The Commons
- Indoor eating area
- Food dispensing and ordering room
- Check-out counter
- Restroom
- Outside eating area
- Picnic grounds around duck pond

Student Union
- Stairs to 2nd floor
- Elevator
- Video game room
- Lounge area

Stevenson Hall
- Vending machine room
- Restroom

REISDORF HOME (DOMESTIC TRAINING)

Kitchen/family room
Living/dining room
Bedroom
Hallway

RANCHO COTATE HIGH SCHOOL

Cafeteria
Library
Kitchen
Parking lot
Bike path to SSU
Quad

NATIONAL CONTROLS, INC.

Building 2
- Elevator
- Stairs
- Second floor offices
- Storage basement

Building 3
- Vending machine room
- Bathroom

Building 4
- Workroom
- Cafeteria
- Bathroom
- Hallways of electronic components

Parking lot/equipment transport between Buildings 2 and 4

VOCATIONAL ACTIVITIES

Tony has mastered the following vocational skills:

SECRETARIAL

Uses Xerox machine
Collates up to 5 different sheets
Uses 3-hole punch
Staples packets
Folds sheets in half or into thirds
Stuffs envelopes with packets
Seals envelopes
Places return address sticker on envelopes
Places postage stamp on envelope

(Continued)

VOCATIONAL ACTIVITIES (SECRETARIAL) Continued

Places 2 different NCI labels onto 9x12 envelopes at a corner angle.
Stamps the return address onto the 9x12 envelopes with a self-inking stamp.
Delivers completed envelopes to office one city block away.
Delivers note to office staff which allows him to retrieve another box of envelopes from the office basement and deliver the box back to his workroom.

PACKAGING

Using a 25-counting board, Tony packages items into 9 bags with 100% accuracy in 40 mins.

ASSEMBLY

No tasks up to this point. Two NCI tasks to be delivered soon are: 1) separating a switch from its cap with a needlenose pliers and separating the two pieces into two bins, and 2) placing an LED into stand-off.

Enters workroom from bus independently, begins work, and works on vocational task at NCI for 1 hour and 15 minutes (when schedule allows).

Writes his first name (for signing paychecks).

Delivers written messages and objects.

Janitorial tasks: in addition to his cleaning skills, Tony also closes windows, stacks chairs, turns out the lights, and assists in holding the door or pushing a wheelchair for another person.

DOMESTIC ACTIVITIES

Tony has mastered the following domestic skills:

Completes all steps of a LAUNDRY activity: sorting, washing, drying, and folding clothes. Once folded, he separates his clothes from the rest and stacks them together as matching outfits.

SNACK PREPARATION: Tony makes toast, a sandwich, instant pudding or jello, green salad.

Makes a pot of COFFEE (drip style coffeemaker)

CLEANING: He sweeps floors, mops them, and wipes counters (also considered a vocational task).

Continued

LEISURE/RECREATION ACTIVITIES

Tony has mastered the following leisure/recreation skills:

Uses tape player appropriately -- volume, during leisure times, touched gently, put it away safely 75% of the time.

Throws a frisbee to within 10 feet of receiver 5/10 trials, catches it less frequently.

Independently participates in bowling activity.

Plays computer program "Fire Organ".

Uses 4 pieces of Nautilus equipment independently (prompts for placement of pin and for number of repetitions): pullover, overhead press, biceps, and abdominal.

COMMERCE ACTIVITIES

Tony has mastered the following skills in the area of commerce:

Purchases a snack at bowling alley. At Petaluma bowling lanes, he purchased a snack at coffee shop and left a tip.

Purchases a snack at Donut Whole and NCI cafeteria independently.

Uses the vending machine independently.

Purchases items from verbal request.

Uses change machine.

Uses money appropriately when given up to $9 at the beginning of an errand trip.

Rides public buses independently.

PHASE___

VOCATIONAL EXPERIENCE SUMMARY - TRANSITION PLANNING

NAME______________________________ PROGRAM____________________________ DATE_____

ADDRESS___________________________ ____________________________
street/apt.

_________________________________ TELEPHONE____________B.D.__/__/__ S.S.#___/___/___
city state

PARENT/CARE PROVIDER____

OTHER SIGNIFICANT PERSONS____

MEDICAL CONSIDERATIONS
(endurance, allergies, environmental factors)

____

____

TRANSPORTATION / MOBILITY___________

____

COMMUNICATION SYSTEM________________

____

WORK & PERSONAL HABITS / ATTITUDES___

____

JOB INTEREST / PREFERENCE
(type, environment, social, etc.)

INDIVIDUAL_______________________________

____

PARENT__________________________________

____

STAFF RECOMMENDATIONS____________________

____

EQUIPMENT MASTERED (inc. adaptations)________

____

PRINCIPAL WORK EXPERIENCES SUMMARY

DATE	SITE	JOB TITLE	Pd./Trng./Vol	Level of Support	Student Pref.	Success
__to__				Ind./Group, Staff Ratio % Time Supervised	Y/N	Y/N

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120

VOCATIONAL EXPERIENCE RESUME

NAME____________________ STAFF NAME____________________

SITE____________________ CONTACT PERSON____________________

ADDRESS____________________ PHONE____________________

____________________ START ___/___/___ END___/___/___

GENERAL SITE DESCRIPTION (environmental conditions, etc.)____________________

____

____

____

JOB TITLE____________________ **SALARY**____________________ **HOURS/DAYS**____________________

DESCRIPTION:

DUTIES PERFORMED	LEVEL OF PERFORMANCE indep...................partial part.	RATE	SUPERVISION frequency proximity ratio/group size	ADAPTATIONS	STUDENT PREF. Y/N

USE OF EQUIPMENT / MACHINERY____________________

____

____

LEARNING CHARACTERISTICS____________________

____

____

____

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SANTA BARBARA HIGH SCHOOL DISTRICT

STUDENT VOCATIONAL/CAREER PLAN

Data Information:

Name: ____

Sex: ________________ School: ______________________________

	Placement	Teacher(s)
Grade 9		
10		
11		
12		

Instructions:

The purpose of the Student Vocational Plan is to provide documentation of pertinent information in order to enhance employment opportunities for youth.

The plan is to be housed in the cum folder and completion is the primary responsibility of the teacher.

The secondary responsibility lies with the vocational counselor and other persons with information to contribute. The folder and its contents are part of the Student's Individual Education Plan. At each IEP Meeting and/or Annual Review the folder will be present and used for planning purposes.

The folder is a tool to encourage comprehensive planning and communication between students, parents, educators, employers and community agency personnel. Our goal is successful community placements which maximize student potential. The means to that end is completion of a thorough Student Vocational Plan which provides a sequential guide for students in pursuit of independence.

	Grade 9		Grade 10	
EXPRESSED STUDENT INTERESTS				
VOCATIONAL CAREER/ROP CLASSES		GRADE		GRADE
	1.			
	2.			
	3.			
GOALS/ OBJECTIVES (pertaining to above classes)				
EMPLOYMENT	EMPLOYER AND JOB DUTIES	DURATION	EMPLOYER AND JOB DUTIES	DURATION
VOCATIONAL PLAN: Based upon the above information this student needs:			VOCATIONAL ASSESSMENT	
	VOCATIONAL COUNSELING		VOCATIONAL COUNSELING	
	WORK STUDY		WORK STUDY	
			WORK EXPERIENCE	
	WORK (Non-Credit)		WORK (Non-Credit)	
	ENABLING EQUIPMENT/ DEVICES:		ENABLING EQUIPMENT/ DEVICES:	
COORDINATION	COMMUNITY AGENCIES TO BE CONTACTED:		COMMUNITY AGENCIES TO BE CONTACTED:	

Comments:

	Grade 11		Grade 12	
EXPRESSED STUDENT INTERESTS				
VOCATIONAL CAREER/ROP CLASSES		GRADE		GRADE
	1.			
	2.			
	3.			
GOALS/ OBJECTIVES (pertaining to above classes)				
EMPLOYMENT	EMPLOYER AND JOB DUTIES	DURATION	EMPLOYER AND JOB DUTIES	DURATION
VOCATIONAL PLAN: Based upon the above information this student needs:			VOCATIONAL ASSESSMENT	
	VOCATIONAL COUNSELING		VOCATIONAL COUNSELING	
	WORK STUDY		WORK STUDY	
	WORK EXPERIENCE		WORK EXPERIENCE	
	WORK (Non-Credit)		WORK (Non-Credit)	
	ENABLING EQUIPMENT/ DEVICES:		ENABLING EQUIPMENT/ DEVICES:	
COORDINATION	COMMUNITY AGENCIES TO BE CONTACTED:		COMMUNITY AGENCIES TO BE CONTACTED:	

Comments:

CAREER/VOCATIONAL CURRICULUM

Job Readiness	9	10	11	12
Unit I - Vocational Self-Awareness				
Unit II - Vocational Goal Setting				
Unit III - Career Awareness A				
Unit IV - Career Awareness B				
Unit V - Work Maturity				
Unit VI - Job Aptitudes				
Unit VII - Employee Rights				
Unit VIII - Labor Market Research				
Unit IX - Job Seeking Skills				
Unit X - Job Application Skills				
Unit XI - Work Related Forms				
Unit XII - Interview Skills				
Unit XIII - Job Retention Skills				
Unit XIV - Work Study Placement				
Unit XV - Work Experience				

Comments:

Key - ✓ = Subject Taught
✓+ = Mastery

Personal/Social

Unit I - Vocation Self Awareness

Student will:	9	10	11	12
1. Attend class daily.				
2. Attend to instruction and ask and answer questions.				
3. Use polite behavior to gain attention.				
4. Participate in classroom discussion.				
5. Complete assigned tasks.				
6. Contribute to group activities.				
7. Work independently.				
8. Remain on-task for duration of assignment.				
9. Report orally in front of the class.				
10. Edit work and complete assignments neatly and on time.				
11. Care for personal belongings and respect others property.				
12. Follow safety rules in the school and identify emergency.				
13. Use the environment carefully.				
14. Behave ethically.				
15. Set reasonable goals and follow through.				

Comments:

Key - ✓ = Average
✓+ = Above Average
✓- = Below Average
NA = Not Applicable

Rev. 3/87

Parent/Student Checklist
for
Transition Planning Areas

Financial/Income

___Earned income
___Insurance (life, annuities)
___General public assistance (H & W)
___Supplemental Security Income (SSI)
___Trust/will or similar income
___Unearned income (gifts/dividends)
___Food stamps
___Social Security Benefits
___Other support
___Other support

Vocational Training/Placement Post Secondary Education

___On The Job Training (OJT)
___Community colleges/universities
___Vocational technical centers
___Competitive employment
___Supported work models
___Rehabilitation facilities
___Joint Training Partnership Act (JTPA)
___Community based education and training
___Volunteer work

Living Arrangements

___With family
___Intermediate Care Facility for Mentally Retarded (ICF/MR)
___Semi-independent (supervised) living
___Independent living (own house/apartment)
___Adult foster care
___Shelter care group home
___Specialized shelter care group home (training)
___Share living (roommate)
___Other

Personal Management

___Household management
___Social skills
___Parenting skills
___Personal care services
___Money management
___Hygiene skills
___Personal counseling/therapy Behavioral, Occupational, Vision, Physical, Drug/Alcohol Abuse, Speech/Language/Hearing, Family Planning/Sex Education

Leisure/Recreation

___Specialized recreation/social activities (Special Olympics)
___Community Center programs
___Parks and recreation programs
___Hobby clubs
___Church groups
___Sports or social clubs (YMCA, Scouts, health club)
___Community colleges (craft classes art, music)
___Independent activities (e.g., bowling, tennis, etc.)

A Guide for Transition Planning
Idaho Department of Education
August, 1986

Transportation

___Independent (own car, bike, etc.)
___Specialized transportation (wheelchair van)
___Transportation
___Public transportation (bus. taxi)
___Specialized equipment (electric wheelchair)

Advocacy/Legal Services

___Guardianship
___Wills/trusts
___Conservatorship
___Other

Medical Services/Resources

___Medical care:
Intermittant care
Daily (long-term) care
___Financial Resources
Group policy available, Individual policy, Medicaid, Other
___Medical services:
General medical services
Medication supervision
Dental care
___Medical/Accident Insurance

Personal/Family Relationships

___Counseling: Genetic, Family Individual, Marriage, Crisis
___Respite Care
___Visiting Arrangements
___Churches
___Health Aide/Home Attendant
___Support Group
___Tax Deduction for Developmentally Disabled Individuals Who Reside at Home

Strategy 4.2
Action 4.2.1

Adult Transition Model

Transition Exit Plan

Date ______________________________

Student Name ______________________________

School District ______________________________

School Contact ______________________________

Address ______________________________

Telephone ______________________________

Recommendations for Postschool Placements:

Vocational Training/Work Experience

Residential

Other

Note to Parents: For intake meeting with the Division of Developmental Disabilities, please bring child's birth certificate and social security card. Also bring copies of psychological, academic or vocational assessment results. These reports are available from the school.

Regional DD Agency Contact ______________________________

Address ______________________________

Telephone ______________________________

Advocacy Group ______________________________

Who to Contact ______________________________

Address ______________ Telphone ______________

Student Program Information:

Work Experience (List job title, places(s) of experience, length of experience, performance information.)

Vocational Training (List type of training, where received, competency achieved.)

General Comments:

Attachments:
Signed Authorization to Gain and/or Provide Student Record Information form; Individual Education Plan; Assessment Reports, if appropriate.

Adult Transition Model, Horton, Maddox, Edgar (1984)

The Phases and Curriculum Components of Secondary Vocational Training for Mildly Handicapped Youth

Middle School (11-14)	Secondary School (15-18)	Transition to Adulthood (18-22)
Career Awareness	Career Awareness	Job Placement
Career Exploration	Career Exploration	Job-Keeping Skills
Production Rate, Stamina, and Accuracy	Career Counseling	Job Search Skills
Working in Group	Work Experiences	Transition Plan and Services
Consumer Economics	Job-Keeping Skills	Family Involvement
Health Education	Occupational Courses	Continuing Education
Academic Remediation	Law & Government	Community Resources
	Health Education	
	Consumer Economics	
	Community Resources	
	Family Involvement	
	Academic Remediation	

APPENDIX G

Glossary

GLOSSARY OF TRANSITION TERMS

The following terms were compiled from a varitety of sources in order to give parents and professionals a common communication tool while implementing the transition process.

ACTIVITIES OF DAILY LIVING: Activities necessary for an individual to function as independently as possible in his/her environment.

ADULT FOSTER HOME: A foster home is a full-time living arrangement in which one or two residents live with a family in its own home. Care is provided principally by the foster parents and includes help in the daily routines of living, protection, security, and encouragement toward self-help and independence. Foster homes may be used for crisis and respite care, as well as for longer-term placement.

ADVOCACY: The act or process of representing the rights and interests of an individual or group, so as to realize the rights to which the individual or group is entitled, obtain needed services, and remove barriers to meeting identified needs. Advocacy may be performed by an individual in his or her own behalf (self-representation), by an individual on behalf of another (personal advocacy), by an individual or organization on behalf of a group with which they are concerned (class advocacy), or by individuals or organizations addressed to changing administrative practices or laws (systems advocacy).

ADVOCATE: A person who represents an individual and acts on his/her behalf in order to protect his/her rights and interests.

AGE-APPROPRIATE SKILLS AND ACTIVITIES: Those skills which non-disabled peers typically display and those activities common to peers.

AREA BOARDS: The State of California has thirteen Area Boards authorized under the Lanterman Act. These Boards are to protect and advocate the legal, civil and service rights of all persons with developmental disabilities. Their activities include advocacy, public information, and assistance in the planning, development, and enhancement of programs and services for individuals with developmental disabilities.

AT-RISK: Those students who are frequently absent, tardy, truant; have potential to drop out due to pregnancy, marriage, financial needs, dislike of school, classes or teachers; lack of basic skills; have disciplinary problems, low self-esteem, emotional or physical problems, or feelings of alienation (California Education Code 54721(c)).

BARRIER-FREE ENVIRONMENT: A barrier-free environment contains no obstacles to accessibility and use by handicapped persons. Under law, no barriers may exist that will impinge upon program accessibility. Rules related to new construction and alterations have barrier-free requirements for new or altered facilities which are constructed by federal fund recipients.

CAREER EDUCATION: A comprehensive, systematic, and cohesive plan of learning organized in such manner that youth at all grade levels in the public schools will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment. Career education is the shared and unending responsibility of all professionals in education and involves input from and relationship to all subject-matter disciplines and all supportive educational services. In short, it is a priority objective of public education, with achievement measured by employability in occupations, both gainful and useful, that are a reasonable match of both the talent and the ambition of every citizen.

CAREER ORIENTATION AND EXPLORATION: A process by which individuals study and/or experience various aspects of an occupation or career area. The exploration would usually be done in consideration of one's interests and aptitudes and would include the skill and training requirements, as well as the specific nature of the career area.

CASE MANAGEMENT: Securing through purchase or referral, services specified in the person's individual program plan, coordination of service programs, information and dissemination, and measurement of progress toward objectives contained in the person's individual program plan.

CLIENT PROGRAM COORDINATOR (CPC): A person responsible for the overall planning, coordination, and implementation of an Individual Program Plan. Regional Centers employ Client Program Coordinators.

CLIENT: Any person believed to have a developmental disability, or a person believed to have a high risk of parenting a developmentally disabled infant, or any infant having a high risk of becoming developmentally disabled, who following intake and assessment by the regional center, is found eligible for, and in need of, regional center services.

COMMUNITY CLASSROOM OPTIONS: A variety of community-based vocational training sites which provide an assortment of work training experiences. Students are rotated through these sites according to needs and preferences which are identified by the parent, student and educational staff. These options are reserved for students at the secondary age level. The number of persons who are handicapped should approximate the proportion of people with handicapping conditions in the total population.

COMMUNITY CLASSROOM/COMMUNITY-BASED TRAINING: Teaching and learning functional skills and activities in the place where it naturally occurs. This may mean the home, workplace, or the community.

COMMUNITY COLLEGES (CCs): Two-year higher education schools which serve students both with and without disabilities and which are currently providing pre-vocational, vocational and academic training for adults with disabilities.

COMMUNITY-BASED: Normalized settings in the community in which the number of individuals with disabilities approximates the normal occurrence of disabling conditions in the total population.

COMPETITIVE EMPLOYMENT: Employment within an integrated setting where the individual is receiving at least minimum wage and these wages are not being subsidized by any form of assistance nor are any additional forms of support service provided. The employment may be full or part-time.

CONSERVATORSHIP: A legal term to indicate that another person, usually a parent, has been given legal rights to make the decisions regarding another person's financial affairs.

CONSUMER: A person (Primary Consumer) or relative of a person (Secondary Consumer) who uses services.

COORDINATION: The process of arranging necessary resources in the appropriate sequence to accomplish a given objective. Coordination involves initiating, sustaining, and interrelating the various parts of the service delivery system.

CRITERION: Specifies the acceptable level of performance or standard for a behavior. It is used to evaluate whether an objective has been met.

CURRICULUM: The series of courses designed to cover the instruction in a designated field.

DATA: Information collected in numerical or written form.

DEPARTMENT OF DEVELOPMENTAL SERVICES (DDS): Administers direct service to children and adults in state hospitals. DDS also provides programs to persons with developmental disabilities who live in the community through contracts with regional centers. In addition, the Department sets policy, determines rates, and advocates for people through its various departmental divisions.

DEPARTMENT OF HEALTH SERVICES (DHS): Provides a number of health services to all people. Also operates California Children's Service, a therapy and medical treatment program for some 59,000 children with physical disabilities.

DEPARTMENT OF REHABILITATION: This state agency has the primary mission of making individuals with disabilities employable. The agency is primarily federally funded. Rehabilitation is mandated by state and federal law. The focus has been changed in recent years to emphasize services to more severely disabled individuals. Clients must have a disability which is handicapping to employment and there must be a reasonable expectation that this individual can become employable. Usually a client must be sixteen years of age or older or of an age where a vocational goal can be foreseen.

DEPARTMENT OF SOCIAL SERVICES (DSS): Provides licenses and monitors community care facilities such as residential and day services. Also funds in-home support services for people who live independently but need help in self-care.

DEVELOPMENTAL DISABILITY: A severe, chronic disability of an individual which (1) is attributable to a mental or physical impairment or a combination of mental and physical impairments; (2) is manifest before the age of 22; (3) is likely to continue indefinitely; (4) results in substantial functional limitation in three or more of the following areas of life activity: self-care, receptive and expressive language, learning, mobility, self direction, capacity for independent living, or economic self sufficiency; and (5) reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of lifelong or extended duration and individually planned and coordinated.

DISABILITY: A functional limitation resulting from a physical or mental condition. A person with a disability does not necessarily imply that there is also a handicap. It is not until the disability impedes the person from achieving his/her maximum ability in a given area that it is then considered a handicap.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975: Public Law 94-142 is the federal law which mandates the following for students with disabilities: a free and appropriate public education in the least restrictive environment; priorities for service; procedural safeguards; definitions of disabilities; and the Individualized Education Program.

EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD): Provides job referral services, benefits, and some training for persons who are looking for work.

EMPLOYMENT PREPARATION TRAINING: The process through which training staff help individuals gain job seeking skills, including job searching, grooming, filling out employment applications, and participating in employment interviews.

EMPLOYMENT TRAINING SPECIALIST/JOB COACH/JOB TRAINER: A professional or paraprofessional person who provides specialized job placement, job-site training, assessment and continuing services to individuals with disabilities who are difficult to place into competitive employment.

EMPLOYMENT TRAINING: The teaching of skills that are of marketable value in community-based employment.

EMPLOYMENT: Employment exists when an individual has been placed for work in a production or service setting other than as an unpaid trainee or volunteer. Employment requires that the individual receive remuneration for work produced, usually on the basis of an agreement between the employee and the employer, and consistent with applicable

ENVIRONMENTAL ANALYSIS/JOB ANALYSIS: Systematic observation of a job site to determine primary job duties, critical vocational and nonvocational skills required, major work areas, and job tasks and time spent in each work area.

EDUCATION TRANSITION CENTER (ETC): A field based component under the Program, Curriculum, and Training Unit in the Special Education Division of the California State Department of Education. The Center is designed to support ongoing transition programs and to serve as a clearinghouse for information related to the broad range of agencies and services associated with the transition for children and youth with disabilities.

EXPLORATORY WORK EXPERIENCE EDUCATION: A program that provides opportunities for the student to sample and observe a variety of conditions of work. The purpose of the program is to assist the student to ascertain whether the occupations he is exploring are suited to his needs.

FAMILY SUPPORT SERVICES: Those services which supplement and enhance the family's resources as it cares for the individual with developmental disabilities. These may include such services as respite care (both in and outside of the home), parent counseling, homemakers, informational peer groups, family education, home training, and social networks.

FOLLOW-UP: The process of assessment of a client's job performance which begins after the job trainer has faded from the job-site. Methods of evaluating client progress include written evaluations, periodic on-site visits and telephone contact. These methods allow the job trainer to monitor a client on a time limited basis without being on the job-site daily.

FUNCTIONAL SKILLS AND ACTIVITIES: Those skills and activities which have value to the individual and are used or required for participation in the individual's environment. These skills and activities are determined by the parent interview and educational staff.

GENERAL WORK EXPERIENCE EDUCATION: A program that provides maturing experiences for students through supervised employment and inschool instruction. Although the employment is not necessarily related to a specific occupational goal, the program is designed to assist the student in selecting such a goal.

GOAL: A general statement which defines the end result of a program's impact upon a student.

GROUP HOME (GH) OR SMALL FAMILY HOME: Group Homes and small family homes provide supervision and training services for children and adults to enable residents to move to more independent settings.

IEP/INDIVIDUALIZED EDUCATION PROGRAM: Required by Public Law 94-142 for all students with disabilities in public schools. It contains yearly educational goals and objectives for each student as determined by parent and teacher and other members of the IEP team.

IHP/IWRP: Individual Habilitation Plan or Individual Written Rehabilitation Plan which is required by law if an individual is receiving services from a state rehabilitation agency; contains individual employment goals and training.

INDEPENDENT LIVING SKILLS TRAINING: The process of helping individuals with disabilities become capable of: (1) traveling about the community alone; (2) living independently in a private residence; (3) maintaining health through proper self-care and use of medical services; (4) living within personal income; (5) carrying out basic financial transactions; (6) maintaining acceptable grooming and appearance; (7) dealing competently with legal, family, or other social problems; and (8) coping with any other social and/or physical requirements interfering with the individual's ability to live independently in a particular environment because of severe physical, mental or emotional disability.

INDIVIDUAL PROGRAM PLAN (IPP): A highly individualized written plan developed by the Regional Center which is based on a determination of the person's current status and needs. It is a written plan of intervention and action, developed by an Interdisciplinary Team, with the client's participation. The plan should specify the goals and objectives and service strategies which identify a continuum of personal development. This plan outlines projected progressive steps and the anticipated development consequences of services. It is reviewed by the regional center on an annual basis and is modified throughout the year on a needs basis. It is similar in purpose though not combined with the IEP developed by the education system and the IHP developed by the Department of Rehabilitation, but should be coordinated with these plans when they exist.

INDIVIDUALIZED WRITTEN REHABILITATION PLAN (IWRP): An individual program plan specifically for the development of vocational skills and abilities. The IWRP should be developed jointly by the individual or the individual's beneficiary or his/her representative and the service provider. The plan should outline services to be received, the time frame in which goals should be accomplished, the duration of time involved, the expected outcome, and a method of evaluating progress.

INTEGRATION: Refers to access to, inclusion in, and participation in the activities of the total school environment. Students with handicaps who are integrated into a regular age-appropriate school may use the same buses, hallways, physical education facilities, restrooms, cafeterias, and libraries as regular education students. They can attend dances, assemblies, club meetings, art classes, library story times, films and music classes with regular students. See MAINSTREAMING

INTERAGENCY AGREEMENT: An interagency agreement is a formal written policy statement establishing the terms and conditions under which agencies will cooperate. These agencies will work closely to ensure that appropriate, timely, and needed services are available for secondary-level students with disabilities.

INTERDISCIPLINARY TEAM: The interdisciplinary team consists of those persons who are responsible for program planning and service delivery; they are client, parents or significant others, and professionals.

INTERDISCIPLINARY TEAM (IDT): The group of people convened by the Regional Center for the purpose of preparing a client's individual program plan. An interdisciplinary team shall include, at a minimum, the client, one or more representatives of the regional center, and where appropriate, the client's parents, guardian, or conservator. Although the statute governing the participants only requires the Regional Center Client Program Coordinator and the client and/or his legal representative, Individual Program Plans frequently require the participation of all significant others in the client's life.

INTERDISCIPLINARY TEAM PROCESS: The interdisciplinary process is an approach to diagnosis, evaluation, and individualized program planning and implementation. Each participant, utilizing the skills, competencies, insights, and perspectives his/her training and experience provide, focuses on identifying the developmental needs of the individual and devising ways to meet them, without the constraints imposed by assigning particular domains of behavior or development to particular disciplines only. Participants share all information and recommendations, and develop, as a team, a single, integrated individualized program plan to meet the individual's identified needs.

INTERMEDIATE CARE FACILITY FOR THE MENTALLY RETARDED (ICF/DDH): A group home for individuals who require assistance in meeting daily living needs. The facility's focus is to provide training to residents in a wide variety of skills ranging from self-help to independent living. The ultimate goal of the group home is to develop those skills required for the person to live in a more independent living situation. ICF/DDH residents require regular, but less than daily, medical and nursing care.

JOB DEVELOPMENT: The process of locating competitive jobs in the community that are appropriate for individuals with developmental disabilities. It consists of community job market screening, employer contact and job analysis.

JOB PLACEMENT: Services of specialists who identify and cultivate job possibilities for individuals in the community, bringing suitable individuals and employers together.

JOB TRAINING PARTNERSHIP ACT (JTPA): A federal legislative act, replacing the Comprehensive Employment and Training Act (CETA), which was signed into law effective October, 1983. Under the Title II program of this act, job training will be provided to disadvantaged individuals, including the developmentally disabled, who are facing serious barriers to employment and have special training needs if they are to obtain productive employment.

JOB-RELATED SKILLS: Skills needed to obtain or maintain a job but not necessarily related to the performance of a specific job duty. Such skills include learning to ride a city bus, proper grooming habits, using vending machines, purchasing food over the counter, depositing a paycheck in the bank, etc.

JOB-SITE TRAINING: A component of supported employment services involving the direct and systematic instruction of job tasks and related vocational skills provided by a job trainer to a worker who is disabled. This instruction takes place on a job-site in the community and utilizes behavioral training techniques. It is comprised of the following phases: job orientation/assessment; initial training/skill acquisition; and skill generalization and maintenance/fading. The trainer is an agency employee. The worker has already been hired for this job.

LANTERMAN DEVELOPMENTAL DISABILITIES SERVICES ACT OF 1976: This California State law provides basic service rights to persons with developmental disabilities. It put in place the Regional Center, the State Council on Developmental Disabilities and Area Boards to establish needed services and monitor their delivery.

LOCAL EDUCATIONAL AGENCY:(LEA): A school district governing board or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, school district, or political subdivision, or any other public educational institution or agency having administrative control and direction of a vocational education program.

MAINSTREAMING: Typically refers to placing students with mild disabilities and special education needs into the regular classroom for academic activities. It is one type of integration. Usually, the regular education teacher has the primary responsibility for instruction. However, the integrated student with severe handicaps will still receive instruction in a self-contained classroom. Activities shared with non-handicapped peers are related to social skills practice planned by the special education teacher. See INTEGRATION.

MEASURABLE: If a behavior can be observed and recorded in some quantifiable way (such as number of responses or duration), it is said to be measurable.

MEDICAID/MEDICARE: Government-subsidized programs which provide assistance with health care expenses for eligible aged, blind, and disabled persons.

NATURAL FAMILY PLACEMENT: A living arrangement in which a disabled person lives with his/her own family, which might include the parental family, relatives, or spouse and/or children.

NORMALIZATION: A manifestation of a human right. Normalization requires making available to individuals with developmental disabilities patterns and conditions of everyday life that are as similar as possible to those of the mainstream of society. Such individuals are able to enjoy a manner of living that is as close as possible to that considered to be normal in the community and to assume socially valued roles.

OBJECTIVE BEHAVIORAL MEASURES: A statement of an expected behavior written in observable and measurable terms, which is related to the achievement of a goal.

OBJECTIVES: Objectives are the short-term steps necessary to reach the long-range goal.

OCCUPATIONAL ORIENTATION AND EXPLORATION: A process by which individuals study and/or experience various aspects of an occupation or career area. The exploration would usually be done in consideration of one's interests and aptitudes, and would include the skill and training requirements, as well as the specific nature of the career area.

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS): A unit within the Federal Department of Education that is responsible for coordination with national goverment agencies and organizations, research, policy development, and legislative mandates for special education and rehabilitation services. OSERS oversees the operations of Special Education Programs and Rehabilitation Services Administration.

ON-JOB ADVOCACY: In the Supported Work Model, advocacy is any activity performed by a job trainer which promotes success in a job for an individual who is developmentally disabled. This includes fostering positive attitudes toward individuals with developmental disabilities in general while helping a particular individual adjust to his or her work environment.

ON-THE-JOB TRAINING: Primarily a vocational rehabilitation term that calls for instruction in the performance of a job to an employed worker by the employer or a job trainer during the usual working hours of the occupation. The worker can be either paid or unpaid.

PARENT/CARE PROVIDER INTERVIEW: A meeting between teacher and parent or care provider where information is gathered for use in planning a student's IEP.

REGIONAL CENTERS (RCs): A Regional Center has a contract with the State to help people who have developmental disabilities get the services they need. Twenty-one centers provide people with residential, day, transportation, social, independent living, respite, medical, psychological, preschool and other services.

REGIONAL OCCUPATIONAL CENTER: When a regional occupational program is housed in a separate, identifiable facility, it is referred to as a regional occupational CENTER, called ROC. The intent of both the ROC and ROP is basically the same.

REGIONAL OCCUPATIONAL PROGRAM: A regional occupational program, sometimes called ROP, is a special public educational unit established to assist students in preparing for categories of employment which require special or technical training or skills. A regional occupational program is typically contained in a variety of physical facilities and is not situated in one single plant or site.

REINFORCEMENT: A basic principle of behavior which refers to the procedure of following a behavior with a rewarding consequence, so that the behavior will be strengthened and will be more likely to occur in the future.

RELATED SERVICES: These are supportive services that are required to assist a handicapped child's needs as indicated in the IEP. Related services may include recreation, transportation, physical therapy, speech therapy and adaptive physical education.

RESIDENTIAL SERVICE PROVIDER: A person or persons who provide a place to live and varying degrees of supervision for persons with developmental disabilities in community living arrangements such as staffed apartments, family homes, group homes, etc.

RESOURCE ROOM: A model for delivering special education services to students who spend a majority of the school day in regular classes.

ROOM AND BOARD FACILITIES: Room and board is a living arrangement in which a person purchases food, shelter, and household maintenance from a facility not required to be licensed by the Department of Health and Welfare. These arrangements are suitable for residents who need little or no assistance or supervision in their daily affairs and activities. These facilities are not directly involved in training of residents.

SCHOOL-BASED TRAINING: Teaching and learning functional skills and activities in the school environment. These skills and activities are typically academic in nature.

SEGREGATION: The congregation of people with special needs in daytime programs and/or living situation where there is little or no interaction with people who do not have disabilities. This is the opposite of mainstreaming or integration.

SEMI-INDEPENDENT LIVING: A residential facility for individuals who are able to care for themselves and who have adequate community living skills. The focus of the program is to encourage self-support abilities and to allow individuals to remain in the community in a family-style setting.

SEVERELY HANDICAPPED: The federal definition is as follows: "Severely handicaped" children are those who because of the intensity of their physical, mental, or emotional problems, or a combination of such problems, need educational, social, psychological, and medical services beyond those which are traditionally offered by regular and special education programs, in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. The California Education Code (Section 56030.5) defines the term to mean: individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, severe mental retardation, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils.

SHELTERED WORKSHOP: Non-profit facility that provides habilitation and/or segregated employment for individuals with disabilities. Work is usually contract work and workers are paid on a piece-rate basis.

SIMULATED WORK SETTING: A training site located at a sheltered workshop, activity center, or school where training takes place in an environment set up to look and function like a real work setting.

SKILLED NURSING FACILITY (SNF): A health care facility providing in-patient care to individuals with unstable health problems requiring nursing care. Provides restorative and rehabilitative care and assistance in meeting daily living needs. Medical supervision is provided on a regular, but not daily, basis. Placement of developmentally disabled persons in SNFs is unusual unless the person is elderly.

SMALL FAMILY HOME / GROUP HOME: A licensed boarding home or private establishment for individuals who are unable to maintain a safe environment in an independent living arrangement or who requirre personal care and supervision.

SPECIAL TOOLS, DEVICES, EQUIPMENT: Adaptive equipment or apparatus that are specifically constructed to enable a person with a handicap to perform job functions successfully. Example would be mechanical jigs, specially designed equipment, tools designed for improvement of fine motor deficiencies.

SSI AND SSDI: Supplemental Security Income and Social Security Disability Income - Federal income maintenance programs, run by the Social Security Administration, for the aged, blind, and disabled which provide monthly cash payments to eligible persons.

STATE COUNCIL ON DEVELOPMENTAL DISABILITIES: Under the Developmental Disabilities Assistance and Bill of Right Act (Public Law 95-602) and the Lanterman Developmental Disabilities Services Act of 1976, the State Council has a responsibility to plan and coordinate resources to protect the legal, civil, and service rights of persons with developmental disabilities. The Council is made up of consumers, parents and state agency administrators.

STATE DEPARTMENT OF EDUCATION (SDE): In addition to providing regular education services for students who have no disabilities, provides special education and support services for some 390,000 school-aged students with disabilities through local school districts and special education consortia. In addition, some 20,000 children between 0-3 are offered programs designed to help educate through early intervention.

SUPPORTED EMPLOYMENT: Paid employment which: (1) is for persons who because of their disabilities who because of their disabilities, need intensive ongoing support through the length of their employment to perform in a work setting; (2) is conducted in a variety of settings, particularly work sites in which persons without disabilities are employed; and (3) is supported by any activity needed to sustain paid work by persons with disabilities, including supervision, training and transportation.

TARGETED JOBS TAX CREDIT (TJTC): A federal tax credit program, administered through state employment agencies or job services, which gives a tax break to employers who hire individuals from one of seven target groups.

TEACHING STRATEGY: A detailed outline - stated as goals or objectives on the IPP - which describes what particular skill or behavior the student will develop and what the staff will do to assist the student to accomplish the skill or behavior.

TRANSITION: The transition from school to adult life calls for a range of choices about career options, living arrangements, social life, and economic goals that often have life-long consequences. The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment and successful community living. The dimensions of community adjustment include the quality of a person's residential environment; level of employment; and the adequacy of his or her social and interpersonal network. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life.

TRANSITIONAL EMPLOYMENT SERVICES: Services which are time-limited; that is, job placement and job site training provided to clients with disabilities which is gradually decreased as the client becomes independent. No on-going assessment is usually provided.

TRANSPORTATION: The process of accessing public or private mobile conveyances such as cars, vans, buses, trains and airplanes.

VENDOR: Any person or organization approved by an agency to provide services for payment to assist that agency in carrying out its responsibilities.

VOCATIONAL CAREER PLANNING/COUNSELING: These services provide students with assistance in determining individual employment goals. Assistance is given in defining realistic goals and helping the individual adopt a positive attitude concerning his/her vocational potential.

VOCATIONAL COUNSELING: A qualified counselor provides individual group counseling and guidance services which helps individuals choose, prepare for, enter into, and progress within suitable occupations.

VOCATIONAL EDUCATION: Public school vocational education consists of systematic, organized programs within the public school system and consists of class training in: 1) agriculture, 2) business, 3) home economics, 4) health occupations, 5) industrial arts, 6) marketing and distribution, and 7) trades and industry. Vocational education involves occupational awareness, exploration, and preparation. It emphasizes leadership development, practical hands-on experience or applications, entrepreneurship as well as a set of attitudes, knowledge, and skills relative to jobs and job tasks. Vocational education also prepares students for advanced training and education at the the post secondary level.

VOCATIONAL EVALUATION: see WORK SAMPLE TESTING APPROACH and WORK TRYOUT APPROACH.

VOCATIONAL SERVICES: Services, including education and training, that enable each individual to develop a capacity to work and to progress as far as possible from vocational functions to remunerative employment in the community. Such services include vocational evaluation, counselling, activity services, work adjustment, occupational skill training and job placement.

VOCATIONAL SKILLS DEVELOPMENT: Organized educational and vocational programs which are directly related to the preparation of individuals for paid or unpaid employment. This can include specialized instruction in industrial arts and homemaker education as well as instruction provided through cooperative vocational education placements. The programming can also be incorporated as part of a post-secondary course work.

VOCATIONAL TRAINING: Services which help individuals acquire marketable skills in a specific occupation through an organized and systematic instructional program conducted by qualified vocational instructors.

VOCATIONAL WORK EXPERIENCE EDUCATION: A program that provides occupational preparation, through a cooperative arrangement between a school and an employer, for entry into a specific occupation.

VOLUNTEER: One who freely offers service with no expectation of paid employment.

WORKABILITY: An employment and training program designed to enable special education secondary students to become more employable. A total of 150 project sites throughout California provide assessments of students' skills, employment training, work experience, and other support services to these students. The project is designed to coordinate the services of the State Department of Education, the Employment Development Department, and the Department of Rehabilitation, with the State Department of Eductation having the responsibility for overall management.

WORK ACTIVITY CENTER: A workshop or physically separated department of a workshop having an identifiable program whose major purpose is to provide long-term personal and social development in a work environment for those individuals with disabilities possessing limited productive capacity in order to evaluate and improve their rehabilitation potential. The centers are funded through the Department of Developmental Services.

WORK ACTIVITY PROGRAM (WAP): The Department of Rehabilitation (Habilitation Services Section) funds and monitors those programs for people who have acquired basic vocational and independent living skills and need a work-oriented setting to prepare for a vocation. In practice, these programs are usually segregated, but need not be.

WORK ADJUSTMENT: Provided on an organized, systematic basis, work adjustment is a transitional, time-limited treatment/training service or program utilizing individual and group work, or work related activities, to assist individuals in understanding the meaning, value, and demands of work, to modify or develop functional capacities, as required, in order to assist individuals toward their optimum level of vocational development. A program designed to provide the skill training necessary for placement in a specific title or job family is not included in these services.

WORK EXPERIENCE: A school-supervised program that provides experience in a work environment to help students acquire the necessary human relations skills, work attitudes, and common knowledge required for successful employment; usually provided through special education or vocational rehabilitation.

WORK PRODUCTION RATE: The speed at which a particular job duty is performed based on an average or standard rate of production by individuals who are non-disabled performing the same job.

WORK SAMPLE TESTING APPROACH - Under standardized testing conditions, tested by a qualified Vocational Evaluator, individuals perform selected tasks using identical or similar materials, tools, and equipment found in community occupations or job families in order to assist their specific work skill, occupational potentials, and vocational interest.

WORK STATION IN INDUSTRY: Also referred to as Enclave - paid work performed in a real work setting by workers with a disability. The work is supervised by an agency-trained and agency-paid person. The industry pays the agency for work produced. The agency pays workers, typically, on a piece-rate basis. The work station may be a good opportunity for some workers with severe disabilities to eventually move into part or full-time supported work in competitive employment.

WORK TRAINING SITE: A training site at a regular business in the community (for persons who are developmentally disabled).

WORK TRYOUT APPROACH - Under the supervision of a qualified Vocational Evaluator, individuals are assigned in a purposeful and controlled manner to real work stations and job roles within workshop or community employment settings to observe and assess their ability to meet the physical, mental, social and emotional demands of realistic work environments (production pressures, supervisor and co-worker relationships, work rules, etc.) as well as to meet the skill requirements of specific job tasks.

WORK: Activities that result in a product or service that has value in the economy.

ETC

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